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ABSTRACT

This addendum to the curriculum and report consists of the appendixes to the report. The National Workplace Literacy Partnership (NWLP) Grant for banking employees was funded to improve the English language abilities of over 300 employees of 4 banking partners. Nine appendixes which make up about 90% of the publication include: class schedules; cross-cultural training activities; educational advisors' activities; participant characteristics and performance by banking institution (illustrated in chart and graph formats, including foreign languages spoken by participants, gender distribution, hours attended, participant listing, and participant improvements); the peer support handbook; instructional video and handbook; curriculum; evaluation; teacher's perceptions; and dissemination. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

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Communication Skills for Banking Report, April 1995

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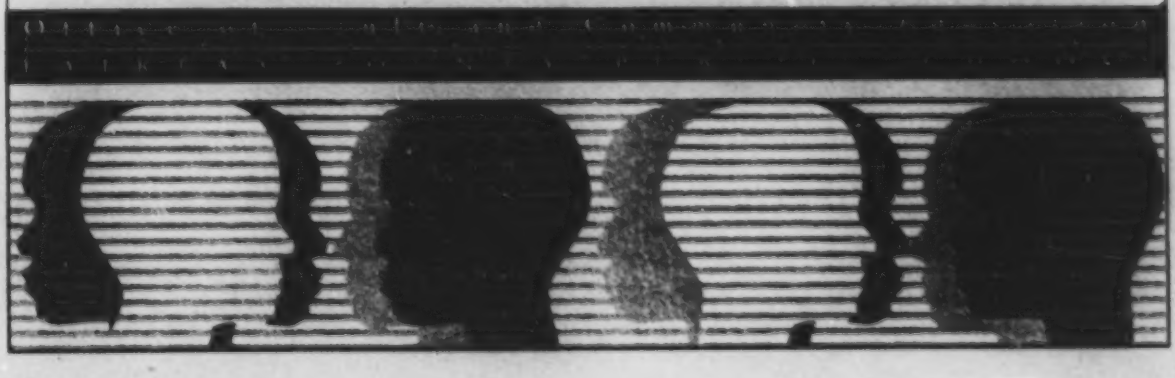

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Herein is the final performance report pursuant to the National Workplace Literacy Partnership Grant award V198A30082 to Fairfax County Public Schools and its partners, First Virginia Banks, Inc., First Union, Crestar Bank, and Signet Bank. The grant period was from February 15, 1993 to November 30, 1994 (including the no-cost extension allowed by DOE).

My sincere and heartfelt thanks to all of the wonderful, generous, insightful teachers who collaborated on writing, teaching and revising the curriculum and the video:

Eugenie Ballering
Nancy Berlin
Joan Blankmann
Joanne Bury
Sheila Chadwick
Karen Cornelius
Jackie Doddridge
Chea Huot
Martha Hutchens
Sue McGuire
Renee Miller
Jan Rooney
Margaret Schueman
Myrna Tarrant
Kipperly Tidball
Lois Wyatt

And special thanks also to the other program staff who contributed greatly by meeting regularly with the teachers to discuss the implementation of the program:

***Jackie Dudley** (Former teacher, Speech & Drama Consultant)*
***Sharon Bruce** (Educational Advisor)*
***Larry Kenyon** (First Virginia Banks, Inc.)*
***Rosemary Callahan** (Crestar Bank)*
***Carole Doyle** (Cross-cultural Trainer)*
***Laura Romstedt** (Cross-cultural Trainer)*
***Rebecca Cardozo** (Writer, during the video production stage)*

*All of us are grateful to **Heide Spruck Wrigley** for her insights throughout the project.*

Robin Schrage, Project Coordinator

ORIGINAL PROJECT GOALS

Goal 1: To improve the basic English literacy and communication skills of at least 300 project participants so that they will be more effective and productive at their current jobs and be prepared to compete for promotions.

Goal 2: To improve participants' skills in interpreting and using appropriate register (articulation, pitch, volume and rate of speech), eye contact, body language, and other nonverbal communication signals. To foster critical thinking and build awareness of cultural issues and cross-cultural differences in communication.

Goal 3: To enhance the curriculum developed under our current Workplace Literacy project by developing a video component with accompanying print instructional materials to facilitate the teaching and learning of nonverbal and interactional communication skills.

Goal 4: To test the replicability of the curriculum materials and video components with additional banks to refine, duplicate and disseminate the training package to include print and video instructional materials.

Goal 5: To evaluate the progress of the project participants and the transfer of learning to the workplace.

Goal 6: To provide continuous staff development opportunities to instructors, trainers and counselors in order to improve project success.

Goal 7: To disseminate the curriculum guide, videotapes and supplementary print materials to other workplace projects focusing on LEP employees in the banking industry.

NARRATIVE:

The NWLP Grant II for Communications Skills for Limited English Proficient Bank Employees achieved most of its original objectives; however, we encountered some unexpected problems in meeting all of the objectives in Goal 1 (see pp 32,33, and 37-40 in the original proposal).

PROBLEM AND REASONS:

Although 300 employees of the four bank partners were targeted for instruction, only 152 were actually served by this grant, of whom 19% attended more than one cycle.

1. One partner, First American Banks, was sold to First Union Banks. There was a lapse in participation during the sale and merger of the Banks' operations, and then only partial support for the program.

2. One partner, Signet Bank, declared after the first cycle of instruction that they were unprepared to support the program (because of budget contraints) by releasing employees. Their participation in the remaining period was extremely limited.

3. In contrast to the first Grant, where both partners were headquartered in Fairfax County, in the second Grant only one partner, First Virginia Banks, Inc., remained headquartered here. This change in venue produced concequences we struggled to accomodate: three partners were represented by numerous small branches scattered throughout the metro area. The implementation and management of the program for these branch banks was left to local training officers, with varying levels of support from headquarter offices in Richmond and Norfolk.

4. Additionally, those outside economic factors that affected the banks such as downsizing, mergers, competing trainings for new technologies, extended banking hours, and greater reliance on part-time personnel, had a significant impact on this NWLP program.

IMPACT AND SOLUTIONS:

In dealing with branch banks, we had trouble (a) finding training facilities accessibly located, large enough and available for extended classes; (b) finding a time to hold classes that would accomodate employees on different shifts (one bank insisted that all their classes be from 4 - 7 pm, which was a very awkward time for many of the students), and (c) ensuring transportation to class locations. Also, as the branches are small, in times of heavy work loads (d) employees could not be released for classes, and that happened very frequently. In fact, only First Virginia Banks, Inc. continued to honor the release time commitment.

Except for First Virginia, the banks either paid employees for their additional time in classes (rarely), used flexed-time work schedules, or simply informed employees of the availability of a

free class. Consequently, many participants attended classes uncompensated on their own time, occasionally even on their days off.

Because the program became so fragmented, (e) feedback from the bank partners was difficult to achieve. Arranging for regular meetings with all supervisors and managers was not possible. Dissemination of information to them through the training officers was problematic, as was the documentation of the impact of the program on participants' job performance.

In accomodating all of the above conditions, the program implemented smaller classes (4-10 students) and flexibility in class schedules, with meeting times in the mornings, afternoons and early evenings. Finally, the banks made an effort to pool their training resources for these Seminars, and especially in Cycle 3, students were able to attend Seminars at whatever location and time fit their schedules. We also provided Seminars at many different locations: ten sites by the end of the program.

The problem of communication with direct supervisors was remedied in part when teachers made phone calls to them and talked about students' needs and job performance. This actually proved very satisfying to teachers and supervisors alike, and had no adverse effect on the students.

The Peer Mentoring component, or Peer Support program as it came to be called, was never fully accepted by the banks. First Virginia Banks, Inc. objected that they could not sanction any relationship that might generate false or misleading information about Bank practices or policies. They offered their training staff as mentors, and occasionally students did call on a staff member for help.

Crestar maintained that they could not encourage any further commitment of time on their already overloaded employees. Neither Signet nor 1st Union attempted to implement the program, nor provide input into the development of the handbook. In spite of this reluctance from the banks, all Seminar teachers did encourage their students to locate their own mentors; and in this way, a few relationships were established. However, these reports are anecdotal, without any documentation.

The implementation of a true Steering Committee was also affected. The Steering Committee became limited to primarily two available bank training officers, the instructional staff, and the educational advisor, with indirect input from the students in classes, and occasional feedback from the Cross-cultural workshops. In the absence of regular meetings of a Steering Committee, much of the direction of the project was handled in the bi-weekly meetings of all the instructional staff, the coordinator and the educational advisor. This group was actually very productive in that it

provided a regular forum for sharing problemsand new ideas, and for accomplishing the work of revising the Curriculum and producing the Peer Support handbook and the video content.

In the following appendices are charts, tables, reports and sample products detailing the outcomes of the project.

A)	Goal 1 & 2:	Charts of class schedules and tracking of participant characteristics and performance
B)	Goal 1:	Report on Cross-cultural training activities
C)	Goal 1:	Report on Educational Advisor's activities
D)	Goal 1:	Product: "Peer Support Handbook," included.
E)	Goal 3:	Product: instructional video and handbook, "Communication Pays Off." Description and ordering information provided.
F)	Goal 4:	Sample agendas from orientations and Cross-cultural trainings for new banks/participants.
G)	Goal 4:	Product: revised three-level curriculum for LEP bank employees with corresponding video and handbook. Descriptions provided; full product sent to ERIC and the regional clearinghouse.
H)	Goal 5:	Chart of evaluation activities
I)	Goal 6:	Teachers' perceptions of barriers, promising practices and recommendations.
J)	Goal 7:	Chart of dissemination activities
K)	-----	Report on changes in personnel

Robin Schrage, Project Coordinator

APPENDIX A

Participant Characteristics and Performance

Cycle I - Bank Grant

March 15 - July 22, 1993

				Schedule		
		Tuesday		Wednesday		Thursday
BANK	**Time**		**Time**		**Time**	
1st American	2-5 pm	K. Cornelius 6300-40 L-1			2-5 pm	M. Schueman 6300-42 L-1
1st Virginia	2-5 pm	M. Tarrant 6300-60 L-3	2-5 pm	J. A. Bury 6300-61 L-1	2-5 pm	S. McGuire 6300-62 L-2
Signet			2-5 pm	M. Schueman 6300-70 L-1		
Crestar			4-7 pm	J. Blankman 6300-80 L-1	4-7 pm	K. Tidball 6300-81 L-1

Cycle II - Bank Grant
Sept. 27 - Jan. 27 (Feb.3) '94

	TUES	WED	THURS
Ist Virginia Seven Corners 241-4642	8:30 - 11:30 am 6300-63 **L1** J. Blankman	8:30 - 11:30 am 6300-64 **L3** K. Tidball	8:30 - 11:30 am 6300-65 **L2** M. Tarrant
Crestar (1) 249 N. Glebe Rd, Arlington 838-3373 (2) 7500 Wisconsin Ave, Bethesda		4 - 7 pm 6300-82 **L1** Buckingham (1) J. Bury	4 - 7 pm 6300-84 **L3** Bethesda (2) M. Schueman
Crestar 515 Maple Ave, Vienna		4 - 7 pm 6300-83 **L1** K. Cornelius	4 - 7 pm 6300-85 **L3** K. Tidball
Signet 910 N. Stuart St. #605 (Ballston) Arlington 358-9037	4 - 7 pm 6300-73 **L1** M. Schueman		9 - 12 n. 6300-71 **L1** J. Doddridge
Signet 6606 Electronic Dr, Springfield 750-7114		2 - 5 pm 6300-72 **L3** L Wyatt	

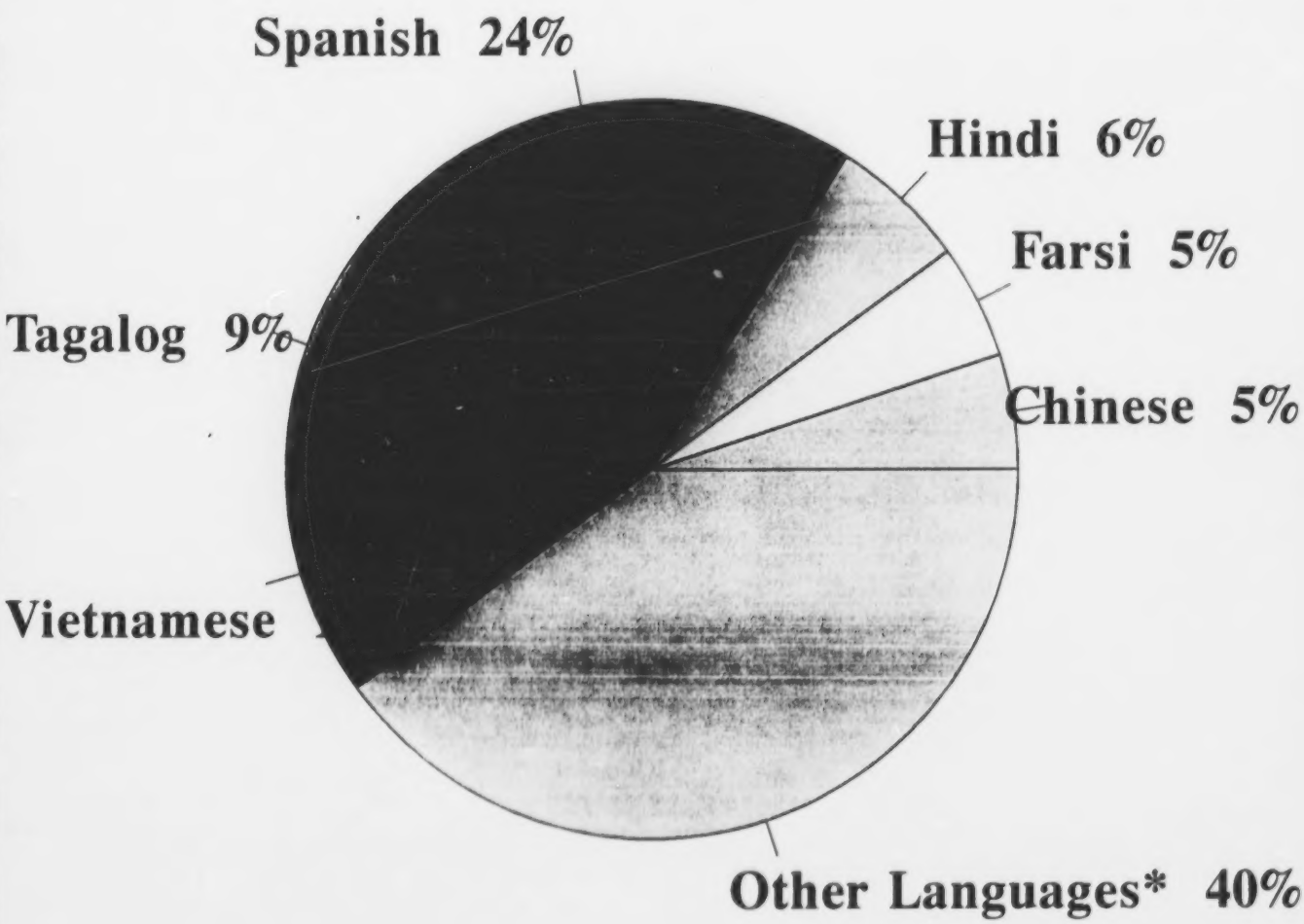
Cycle III - Bank Grant

Mar. 22 - Jly 1 (12-15 weeks) '94

	TUES	WED	THURS
1st Virginia Seven Corners 241-4642	6300-66 L1 (2-5p) M. Tarrant	6300-67 (S) L2 (2-5p) L. Wyatt	6300-68 (P) L3 (2-5p) E. Ballering
Crestar (1) 7500 Wisconsin Ave., Bethesda (301) 718-9226	6300-86 L1 (4-7) N. Berlin		
(2) 7617 Little River Trnpk, Annandale, 813-4100		6300-87 L1 (4-7p) J. Rooney	
(3) 249 N. Glebe Rd, Arlington (Buckingham), 838-3295		6300-88 (P) L2 (4-7p) M. Hutchens	
(4) Central Fidelity 501 Elden St., Herndon, 22070 481-2840	6300-99 L1 (4-5:30p) S. Chadwick	6300-99 L1 (4-5:30p) S. Chadwick	
Signet 910 N. Stuart St. #605 (Ballston) Arlington, 358-9037	6300-74 L1 (2-5p) J. Doddridge		
1st Union 1907 Chain Bridge Rd. Tysons Corner 760-6471	6300-43 L1 (2-5p) K. Cornelius		6300-44 L1 (2-5p) R. Miller

Native Languages Spoken by Participants

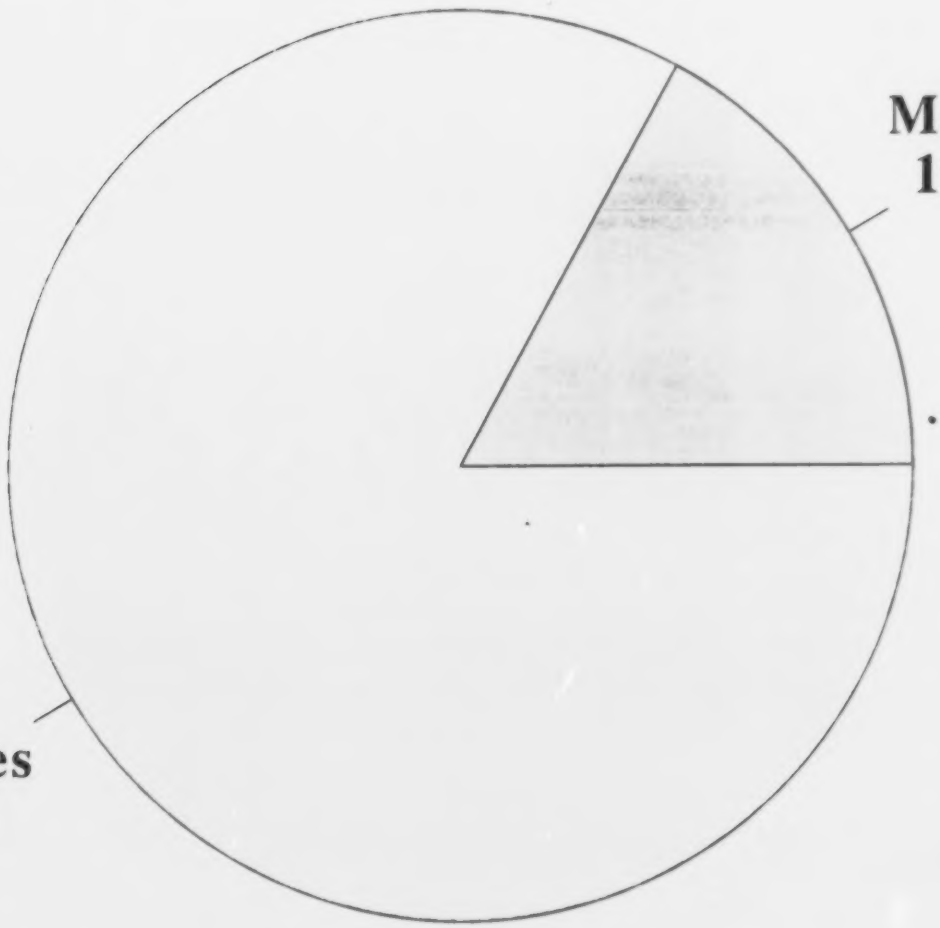
n = 152 (total number of registered participants)



*This represents 28 languages

Participants Served by Seminar

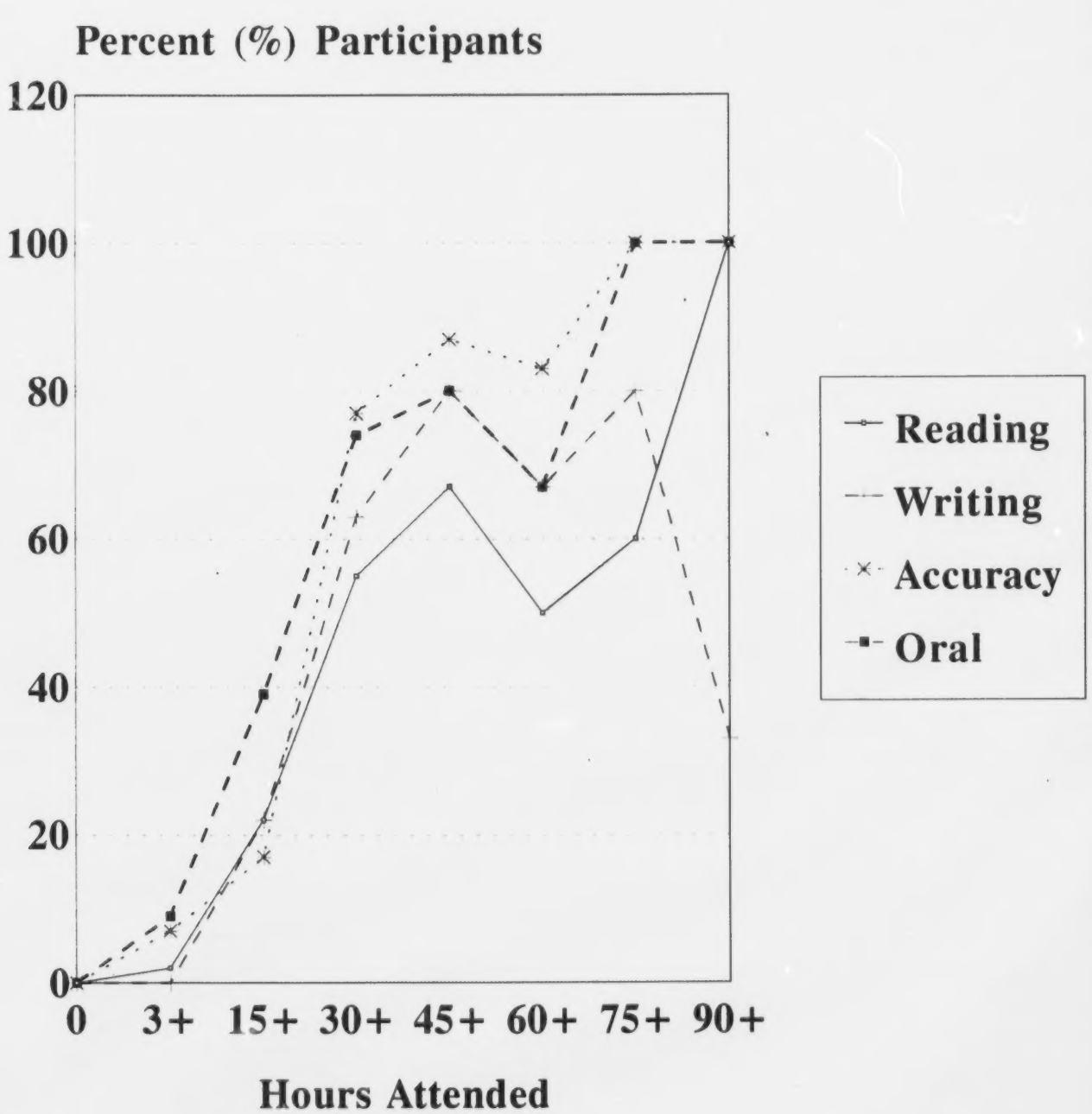
Based on Gender (Mean Age = 36)



n = 152

Participants with Improved Skills

in Relation to Hours Attended

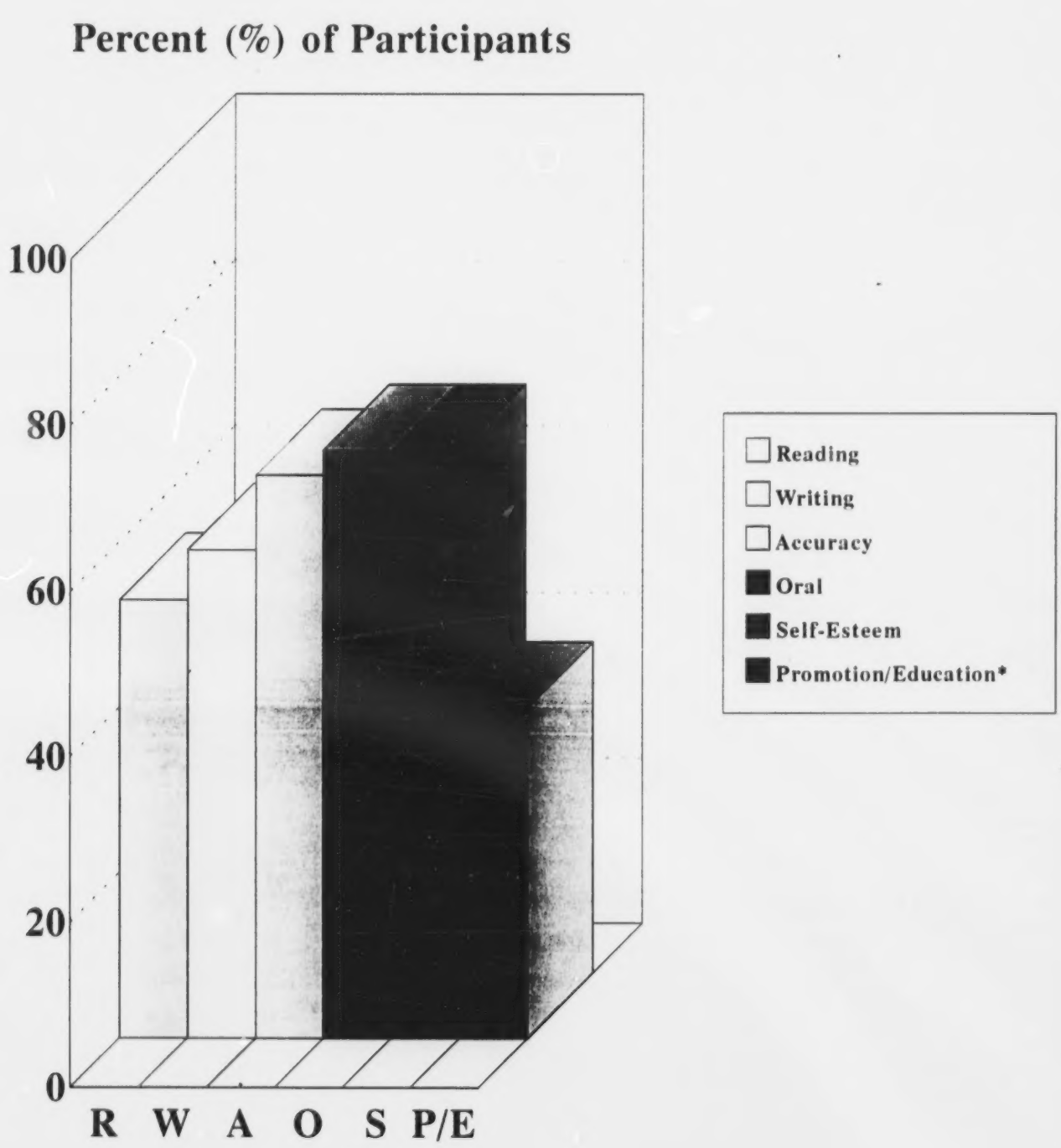


n = 152

Results from pre-tests and post-tests

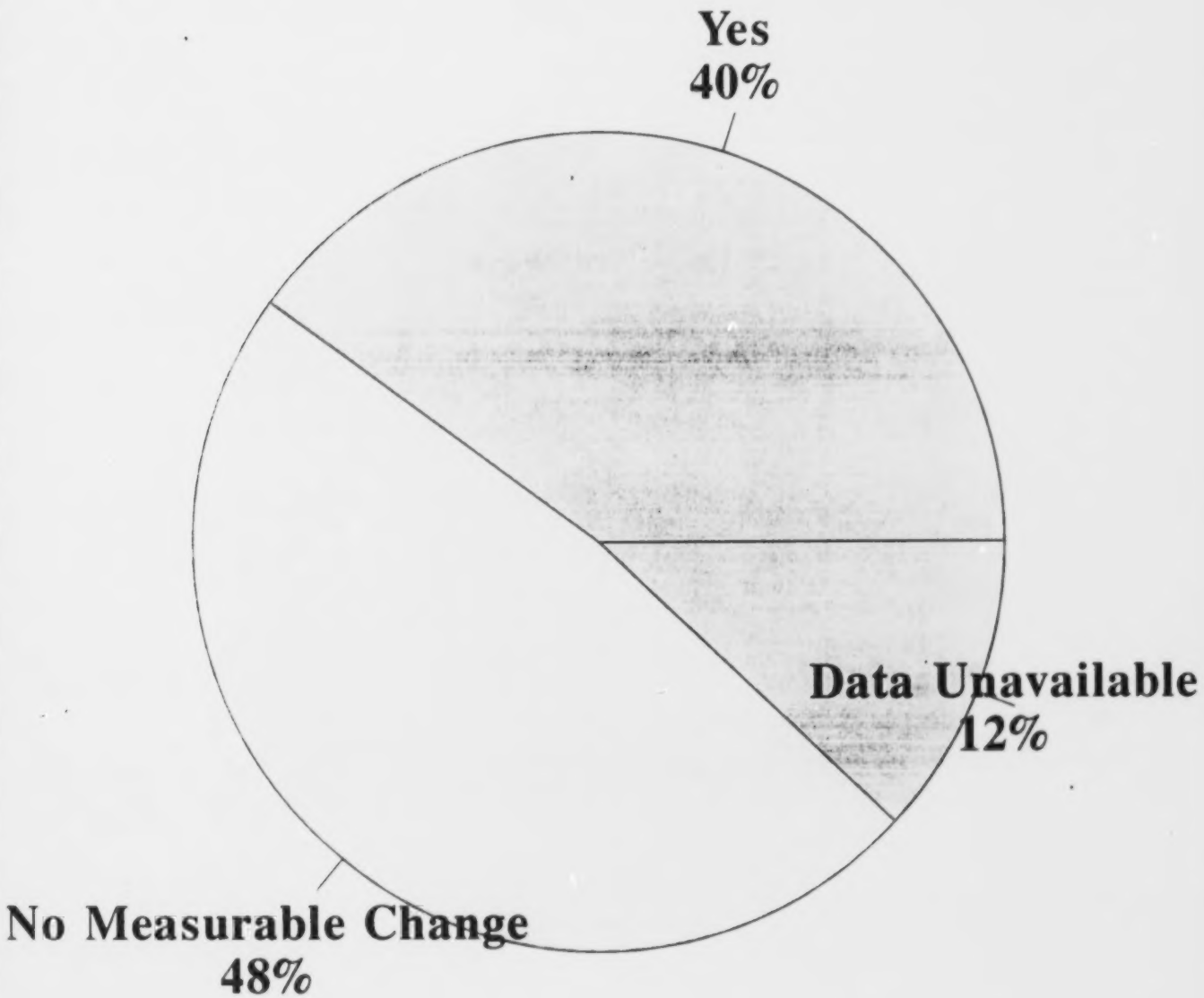
Participants Demonstrating Improvement

Basic Skills, Self-Esteem & Promotion/Education



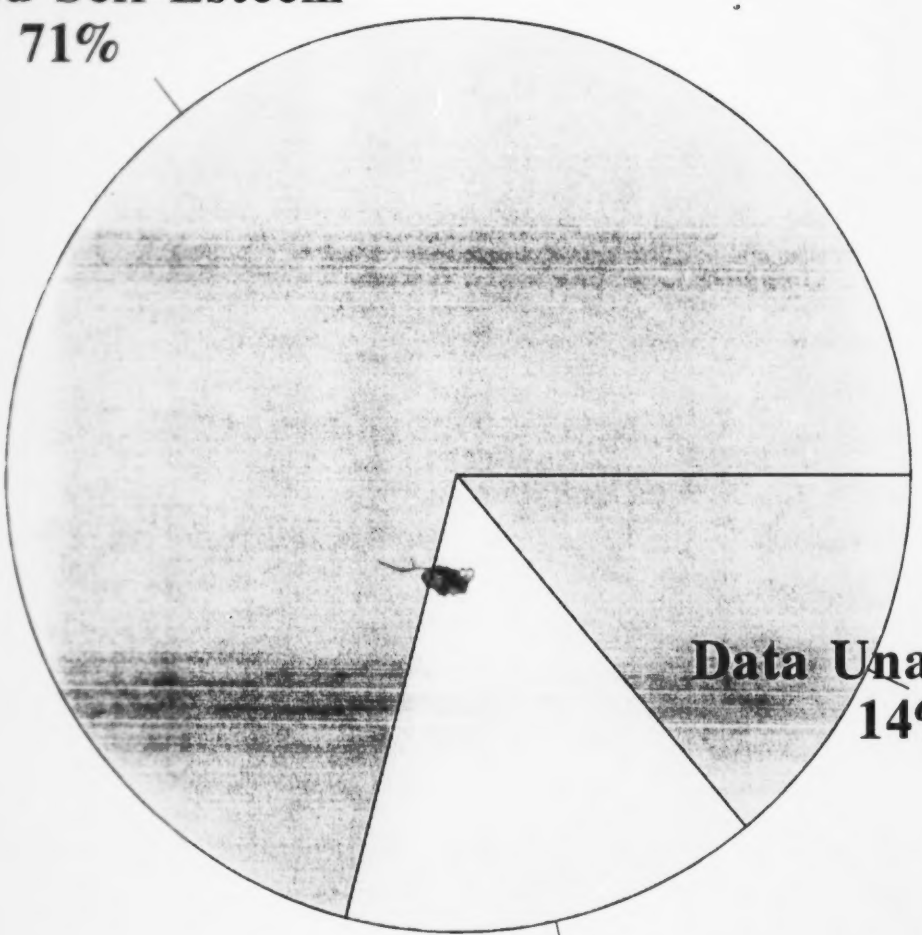
n=120 (participants with attendance of 15-123 hours), *Job promotion or continuing education

Positive Impact on Participants' Promotion/Education Endeavors



n = 120 (based on attendance of 15-123 hours)

Seminar Impact on Participants' Increased Self-Esteem



n = 120 (based on attendance of 15-123 hours combined)

General Information

Columns		Explanation
A	-----	Name
B	-----	Cycle
C	-----	Bank Site
D	-----	Level (In order of difficulty, lowest to highest)
		I=Introductory P=Proficiency S=Simulation
E	-----	Teacher
F	-----	Age
G	-----	Gender/Sex
J	-----	Reading (R)
K	-----	Writing (W)
L	-----	Accuracy (A)
M	-----	Oral Communication (O)
N	-----	Self Esteem (S)
O	-----	Job Promotion (P)
P	-----	Educational Plan (E)

Scoring

u	unknown - no data available
-	score decreased
o	no change or stayed the same
+	score improved or increased

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1																
2	Name	CY #	Bank Site	Level	Teacher	Age	Sex	Native Language	Hrs. Att	R	W	A	C	S	P	E
3																
4	Abaunza, Eduardo	II	S/Ballston	I	Doddridge	34	M	Spanish	39	-	o	+	+	+	+	+
5	Abaunza, Veronica	III	Signet	S	Doddridge	29	F	Spanish	7	u	u	u	u	u	u	u
6	Abdelmoty, Teresa	I	V	S	McQuire	40	F	Spanish	36	+	+	+	+	+	+	u
7	Abebayhu, Hirut	I	V	I	Bury	29	F	Amharic	41	+	+	+	o	u	u	u
8	Ahmadi, Alia	III	C/Annandale	I	Rooney	25	F	Persian	39	+	+	+	+	+	o	o
9	Ahmed, Abdullah S	II	V/Sevn Corn	I	Blankmann	29	M	Somali	43.5	u	u	u	+	+	o	+
10	Ahmed, Abdullah S	III	V/Sevn Corn	S	Wyatt	29	M	Somali	42	+	+	+	o	+	o	o
11	Ahmed, Nasira	II	C/Buckingham	I	Bury	28	F	Bengali	30	+	o	+	o	+	o	o
12	Ahmed, Shabnam	II	C/Buckingham	I	Bury	30	M	Bangla	33	+	+	+	+	o	o	o
13	Alam, Atm Nural	II	V/Sevn Corn	I	Blankmann	35	M	Bangla	24	o	o	o	+	+	+	o
14	Aliaga, Maria L.	II	V/Sevn Corn	P	Tidball	25	F	Spanish	9	u	u	u	u	u	u	u
15	Alindogan, Avelina	III	C/Bethesda	I	Berlin	50	F	Tagalog	33	-	-	+	+	+	o	+
16	Amin-Arsala, Inaya	I	V	P	Tarrant	40	M	Pushto/Dari	24	u	u	u	u	u	u	u
17	Antelo, Karin	III	C/Fidelity	I	Chadwick	34	F	Spanish	13.5	u	u	u	+	u	u	u
18	Antelo, Karin	III	C/Annandale	I	Rooney	34	F	Spanish	3	u	u	u	u	u	u	u
19	Arakaki, Rocio	I	C	I	Tidball	26	F	Spanish	6	u	u	u	u	u	u	u
20	Atkins, Andromeda	I	A	I	Cornelius	22	F	Greek	33	u	u	u	u	u	u	u
21	Bacarra, Zenaida	III	C/Bethesda	I	Berlin	52	F	Tagalog	39	o	+	-	+	+	u	u
22	Bakshi, Surinder	I	C	I	Blankmann	47	F	Indian	36	+	o	o	+	+	o	+
23	Baluyut, Mila	I	V	S	McQuire	39	F	Tagalog	42	+	+	o	+	+	+	o
24	Bedi, Suhkhmeet	III	Signet	S	Doddridge	29	F	Hindu	9	u	u	u	u	u	u	u
25	Begum, Afroza	II	C/Buckingham	I	Bury	48	F	Bengali	36	+	+	+	+	+	o	o
26	Benoit, Toi	I	V	S	McQuire	42	F	Thai	42	+	+	o	+	+	+	o
27	Bermudez, Sandra	I	C	I	Blankmann	30	F	Spanish	34	+	o	+	+	+	o	o
28	Bhasin, Sneh	I	C	I	Tidball	41	F	Hindi	45	u	u	u	u	u	u	u
29	Bhasin, Sneh	II	C/Vienna	P	Tidball	41	F	Hindi	27	+	+	+	o	o	o	o
30	Bhavsar, Bakula	III	V/Sevn Corn	I	Tarrant	49	F	Farsi	39	+	+	+	o	+	o	o
31	Biswas, Ehsan	III	C/Bethesda	I	Berlin	27	M	Bangla	21	u	u	u	u	u	u	u
32	Bladvell, Johann	II	V/Sevn Corn	I	Blankmann	26	F	Spanish	9	u	u	u	u	u	u	u
33	Bose, Bithika	I	S	I	Schueman	50	F	Bengali	39	+	+	+	+	o	o	o
34	Bose, Bithika	II	S/Sp	P	Wyatt	50	F	Bengali	9	u	u	u	u	u	u	u
35	Bous, Magda	II	V	S	Tarrant	37	F	Arabic	39	u	u	u	u	u	o	u

22

23

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
36	Bous, Magda	III	V/Sevn Corn	P	Ballering	37	F	Arabic	24	u	u	u	+	+	+	o
37	Cabrera, Maria	I	V	S	McQuire	50	F	Spanish	39	-	+	+	u	u	u	u
38	Cabrera, Maria	II	V/Sevn Corn	P	Tidball	50	F	Spanish	9	-	o	+	u	u	u	u
39	Campos, Eva	I	A	I	Schueman	49	F	Spanish	45	+	+	+	+	+	o	o
40	Castaneda, Mirta	III	V/Sevn Corn	I	Tarrant	50	F	Spanish	28.5	u	+	o	o	+	+	o
41	Castillo, Maritza	I	V	P	Tarrant	35	F	Spanish	42	o	-	-	+	+	o	o
42	Cheu, Jenny	III	C/Fidelity	I	Chadwick	22	F	Chinese	36	+	+	+	+	+	o	+
43	Cho, Sun Woo	I	S	I	Schueman	37	F	Korean	42	+	-	+	+	+	o	o
44	Cho, Sun Woo	II	S/Sp	P	Wyatt	37	F	Korean	9	u	u	u	u	u	o	u
45	Coronado, Eulogio	III	V/Sevn Corn	I	Tarrant	63	M	Tagalog	42	+	o	+	u	+	o	u
46	Covelli, Maria V.	II	V/Sevn Corn	I	Blankmann	33	F	Spanish	6	u	u	u	u	u	u	u
47	Cuadra, Veracruz	III	C/Bethesda	I	Berlin	30	F	Spanish	24	+	+	+	+	u	u	u
48	Cuellar, Roque Cer	II	C/Vienna	I	Cornelius	38	M	Spanish	6	u	u	u	u	u	u	u
49	Cunanan, Eloisa	I	A	I	Schueman	27	F	Tagalog	45	o	+	+	+	+	o	u
50	DeLeon, Rosa	II	V	S	Tarrant	62	F	Tagalog	36	-	+	+	+	+	o	+
51	Denk, Kadir	I	A	I	Cornelius	29	M	Turkish	39	+	-	+	+	+	+	+
52	Dinh, Nhu Quynh	III	V/Sevn Corn	I	Tarrant	43	F	Vietnamese	39	o	o	+	o	+	o	o
53	Do, Trang	I	C	I	Tidball	31	F	Vietnamese	39	u	u	u	u	+	u	u
54	Donovan, Beatriz	II	V	S	Tarrant	38	F	Spanish	39	u	u	u	+	o	o	o
55	Durand, Iris	I	V	I	Bury	50	F	Spanish	39	+	o	-	+	u	u	u
56	Durand, Iris	II	V	S	Tarrant	50	F	Spanish	42	+	o	-	u	u	u	u
57	Durand, Iris	III	V/Sevn Corn	P	Ballering	50	F	Spanish	36	+	-	+	+	+	-	o
58	Duvall, Nancy	II	C/Bethesda	P	Schueman	25	F	Spanish/English	27	u	u	u	o	u	o	u
59	Estevez, Maria	II	S/Ballston	I	Schueman	40	F	Spanish	33	+	+	+	+	+	o	o
60	Fernandez, Eleanor	I	C	I	Tidball	29	F	Tagalog	17	u	u	u	u	u	u	u
61	Freitas, Ivone	I	V	P	Tarrant	35	F	Portuguese	33	+	+	o	+	+	o	o
62	Friedline, Kasia	I	V	I	Bury	36	F	Polish	36	-	+	+	+	+	u	u
63	Friedline, Kasia	II	V	S	Tarrant	36	F	Polish	33	u	u	u	u	u	u	u
64	Giniunans, Mirtha	III	C/Buckingham	P	Hutchens	47	F	Spanish	30	+	-	-	+	+	+	o
65	Gonzales, Cornelia	I	V	S	McQuire	50	F	Tagalog	42	-	+	+	+	u	u	u
66	Gonzales, Nely	II	V/Sevn Corn	P	Tidball	33	F	Spanish	3	o	o	o	o	o	-	o
67	Gonzales, Olga	I	C	I	Tidball	41	F	Spanish	3	u	u	u	u	u	u	u
68	Gorgiladze, Olga	I	V	S	McQuire	53	F	Russian	39	u	+	+	u	u	u	u
69	Gosak, Peter	III	C/Bethesda	I	Berlin	36	M	Thai	33	+	+	+	+	+	u	u
70	Gulati, Meena	II	S/Ballston	I	Schueman	26	F	Hindi	6	o	o	o	o	o	o	o

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
71	Guzman, Jaime	II	C/Bethesda	P	Schueman	25	M	Spanish	36	-	o	+	+	+	+	+
72	Ha, Kim Chi	III	U/Tysons	I	Miller	40	F	Vietnamese	42	-	-	-	+	+	+	o
73	Ho, Thuylinh	III	V/Sevn Corn	S	Wyatt	25	F	Vietnamese	30	-	+	o	+	+	+	+
74	Howell, Exinia	III	C/Bethesda	I	Berlin	44	F	German/Sotho	3	u	u	u	u	u	u	u
75	Hughes, Melissa W	II	C/Vienna	I	Cornelius	25	F	Chinese	42	+	+	+	+	+	+	+
76	Huot, Tat Kim	III	C/Fidelity	I	Chadwick	29	F	Cambodian	35	+	+	+	+	+	o	o
77	Huot, Tat Kim	III	C/Annandale	I	Rooney	29	F	Cambodian	6	u	u	u	u	u	u	u
78	Hussein, Geilani	III	V/Sevn Corn	I	Tarrant	43	M	Somali	6	u	u	u	u	u	u	u
79	Huynh, Nicole	I	A	I	Schueman	27	F	Vietnamese	42	-	+	+	+	o	o	o
80	Hwang, Julianna	II	C/Vienna	I	Cornelius	45	F	Chinese	42	+	+	+	+	+	o	o
81	Ihedioha, Victoria	I	S	I	Schueman	34	F	Ibo	42	+	+	+	+	o	o	o
82	Imani, Sohila	III	C/Annandale	I	Rooney	29	F	Persian	36	+	-	+	u	+	-	+
83	Ishak, Basma	II	V	S	Tarrant	40	F	Arabic	14	u	u	u	u	u	u	u
84	Jaidin, Janet	III	C/Annandale	I	Rooney	26	F	Spanish	18	u	u	u	u	u	u	u
85	Jain, Niloo	II	C/Vienna	P	Tidball	36	F	Hindi	42	+	+	+	o	o	o	o
86	Jain, Niloo	II	C/Vienna	I	Cornelius	36	F	Hindi	15	u	u	u	u	u	u	u
87	Jannoun, Rola	III	C/Annandale	I	Rooney	27	F	Arabic	39	-	+	+	o	+	o	o
88	Javid, Malek	III	C/Annandale	I	Rooney	42	M	Farsi	33	o	o	o	o	o	-	o
89	Jean-Baptiste, Fran	II	S/Ballston	I	Doddridge	25	M	French	30	u	u	u	+	+	u	u
90	Jouhal, Gurnam	I	V	P	Tarrant	54	F	Punjabi, Hindi	45	+	+	+	+	+	+	o
91	Kalathia, Mradula L	I	S	I	Schueman	42	F	Hindi-Gujarati	39	+	o	+	o	o	o	o
92	Kalathia, Mradula L	II	S/Sp	P	Wyatt	42	F	Hindi-Gujarati	0	u	u	u	u	u	u	u
93	Kandalaji, Marsha	II	C/Vienna	P	Tidball	28	F	Persian	5	u	u	u	u	u	u	u
94	Kandalaji, Marsha	I	C	I	Tidball	28	F	Persian	32	+	+	+	o	+	o	u
95	Kasem, Najwa	II	C/Buckingham	I	Bury	30	F	Arabic	29.5	+	o	o	+	+	o	o
96	Keo, Kannara	II	C/Buckingham	I	Bury	23	F	Cambodian	18	u	u	u	u	u	u	u
97	Keo, Kannara	III	C/Annandale	I	Rooney	23	F	Cambodian	33	+	o	+	+	+	+	+
98	Keo, Marina	III	C/Buckingham	P	Hutchens	26	F	Camboidan	9	u	u	u	u	u	u	u
99	Khanna, Kanta	II	C/Buckingham	I	Bury	26	F	Cambodian	6	u	u	u	u	u	u	u
100	Kowkabi, Sima	I	V	I	Bury	33	F	Persian	10	u	u	u	u	u	u	u
101	Kundal, Karam	I	V	I	Bury	53	M	Hindi	42	o	o	+	+	o	o	o
102	Lam, Hoa Tha	III	V/Sevn Corn	I	Tarrant	44	F	Vietnamese	3	u	u	u	u	u	u	u
103	Lashkari, Azam	III	C/Annandale	I	Rooney	46	F	Farsi	33	u	u	u	u	u	+	u
104	Le, Quyen Tu	II	C/Buckingham	I	Bury	25	F	Vietnamese	6	o	o	+	+	o	o	o
105	Lee, Angela Yang	II	C/Buckingham	I	Bury	34	F	Korean	26.5	o	o	+	+	o	o	o

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
106	Lee, Angela Yang	III	C/Buckingham	P	Hutchens	34	F	Korean	9	+	+	+	o	o	o	+
107	Leutchit, Sam	III	V/Sevn Corn	S	Wyatt	29	M	Lao	45	-	+	-	+	+	o	+
108	Liagouris, Elva	I	A	I	Schueman	33	F	Spanish	39	-	o	-	+	+	o	o
109	Loe, Chisako	III	V/Sevn Corn	P	Ballering	50	F	Japanese	33	o	+	+	+	+	-	+
110	Lorenzo, Meliza	I	V	I	Bury	49	F	Tagalog	44	o	o	+	+	+	+	u
111	Mai, Quyen Thi	III	U/Tysons	I	Miller	44	F	Vietnamese	9	u	u	u	u	u	u	u
112	Mathew, Scaria	II	S/Ballston	I	Schueman	41	M	Malayalam	30	+	+	+	+	+	o	o
113	Miller, Carmela	III	V/Sevn Corn	P	Ballering	48	F	Spanish	39	o	+	+	+	+	+	+
114	Montano, Maria	III	C/Annandale	I	Rooney	28	F	Spanish	6	u	u	u	u	u	u	u
115	Moreno, Zarela	I	V	I	Bury	47	F	Spanish	41	o	o	+	o	u	u	u
116	Moreno, Zarela	II	V	S	Tarrant	47	F	Spanish	36	+	o	-	u	u	u	u
117	Moreno, Zarela	III	V/Sevn Corn	P	Ballering	47	F	Spanish	39	+	o	+	+	+	+	+
118	Mottl, Aurora	II	C/Buckingham	I	Bury	32	F	Spanish	30	+	-	+	o	+	+	o
119	Naderi, Gulei	III	V/Sevn Corn	P	Ballering	24	F	Farsi	33	+	+	+	+	+	+	+
120	Nadi, Samia	III	V/Sevn Corn	I	Tarrant	29	F	Persian	30	o	+	+	+	+	+	+
121	Negash, Yared	II	C/Bethesda	P	Schueman	23	M	Amharic	12	u	u	u	u	u	u	+
122	Negash, Yared	II	C/Buckingham	I	Bury	23	M	Amharic	6	u	u	u	u	u	u	u
123	Nelson, Helen	III	C/Fidelity	I	Chadwick	49	F	Chinese	4.5	u	u	u	u	u	u	u
124	Neou, Polly K.	II	V/Sevn Corn	I	Blankmann	49	F	Cambodian	39	+	+	+	+	+	o	o
125	Nguyen, An	I	V	P	Tarrant	33	F	Vietnamese	39	u	o	-	+	+	o	o
126	Nguyen, Xuam T.	II	V/Sevn Corn	I	Blankmann	33	F	Vietnamese	39	+	o	+	+	o	o	o
127	Norman, Janira E.	II	V/Sevn Corn	I	Blankmann	24	F	Spanish	28.5	u	+	o	o	o	+	u
128	Ortiz, Maria G.	I	V	I	Bury	28	F	Spanish/English	33	+	+	+	+	+	+	u
129	Oyenelyn, Felix	I	C	I	Blankmann	29	M	Yoruba	37	+	+	+	o	+	o	+
130	Oyenelyn, Felix	II	C/Bethesda	P	Schueman	29	M	Yoruba	18	u	u	u	u	u	u	u
131	Panjsheri, Farida	I	C	I	Tidball	38	F	Dari	42	+	+	+	u	o	o	u
132	Panjsheri, Farida	II	C/Vienna	P	Tidball	38	F	Dari	27	+	+	+	u	u	u	u
133	Paredes, Maria	I	A	I	Cornelius	43	F	Spanish	36	+	o	+	+	+	o	+
134	Parekh, Aruna K.	II	C/Vienna	I	Cornelius	38	F	Hindi	45	+	+	+	+	+	o	+
135	Park, Hae Y.	II	S/Sp	P	Wyatt	34	F	Korean	6	u	u	u	u	u	u	u
136	Park, Hae Y.	I	S	I	Schueman	34	F	Korean	36	-	+	+	o	+	o	o
137	Patel, Kanta D.	I	S	I	Schueman	39	F	Hindi-Gujarati	36	-	+	+	o	-	-	-
138	Patel, Kanta D.	II	S/Sp	P	Wyatt	39	F	Hindi-Gujarati	0	u	u	u	u	u	u	u
139	Perez, Hilmer Isabe	III	U/Tysons	I	Miller	35	F	Spanish	12	u	u	u	u	u	u	u
140	Perry, Carmen	I	A	I	Cornelius	41	F	Spanish	39	+	-	+	+	+	u	u

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
141	Phan, Lan Gnoc	III	U/Tysons	I	Cornelius	41	F	Chinese/Vietnames	39	o	+	-	+	+	o	o
142	Phu, Tuyet	I	V	I	Bury	35	F	Vietnamese	42	+	+	+	+	u	u	u
143	Phu, Tuyet	II	V	S	Tarrant	35	F	Vietnamese	39	+	+	+	u	u	u	u
144	Phu, Tuyet	III	V/Sevn Corn	P	Ballering	35	F	Vietnamese	42	+	+	-	+	+	+	+
145	Prak, Kunthyda	II	C/Buckingham	I	Bury	35	M	Cambodian	6	u	u	u	u	u	u	u
146	Quigley, Genibel	I	V	P	Tarrant	34	F	Tagalog	39	+	+	o	+	+	+	o
147	Ramirez, Monica	I	C	I	Tidball	36	F	Spanish	3	u	u	u	u	u	u	u
148	Rauf, Chaudhry	I	V	P	Tarrant	57	M	Urdu	39	-	-	-	+	+	o	o
149	Rauf, Chaudhry	II	V/Sevn Corn	P	Tidball	57	M	Urdu	9	+	+	+	o	u	u	u
150	Reyes, Yanis L.	II	S/Ballston	I	Schueman	28	F	Spanish	15	u	u	u	+	u	o	o
151	Rodriguez, Chi Chi	III	Signet	S	Doddridge	30	F	Spanish	7	u	u	u	u	u	u	u
152	Sadozai, Laila	II	S/Ballston	I	Schueman	32	F	Farsi	27	u	u	u	+	+	o	o
153	Saidi, Saida	I	C	I	Tidball	24	F	Farsi	11	u	u	u	u	u	u	u
154	Sam, Phandany Ad	III	V/Sevn Corn	I	Tarrant	25	F	Cambodian	28.5	+	-	+	+	+	o	+
155	Samuel, Getenesh	III	V/Sevn Corn	I	Tarrant	26	F	Amharic	24	u	u	u	o	+	+	o
156	Santos, Pam	I	C	I	Blankmann	47	F	Tagalog	44.5	-	+	+	+	+	+	+
157	Santos, Pam	II	C/Bethesda	P	Schueman	47	F	Tagalog	18	u	u	u	u	u	u	u
158	Seka, Desire	III	C/Bethesda	I	Berlin	29	M	French	12	o	o	o	o	+	o	o
159	Sharma, Umesh	I	C	I	Blankmann	32	M	Hindi-Punjami	34.5	o	o	+	+	+	+	o
160	Sharma, Umesh	II	C/Bethesda	P	Schueman	32	M	Hindi-Punjami	42	u	u	u	u	u	u	u
161	Stovall, Patty	I	V	S	McQuire	25	F	Tagalog	39	o	+	+	+	+	o	o
162	Stovall, Patty	II	V/Sevn Corn	P	Tidball	25	F	Tagalog	6	o	o	o	o	o	o	o
163	Sultani, Nooria W.	II	C/Vienna	I	Cornelius	36	F	Farsi	42	u	u	u	u	u	u	u
164	Sultani, Nooria W.	III	C/Buckingham	P	Hutchens	36	F	Farsi	39	+	+	+	+	+		o
165	Tawadros, Magda	III	U/Tysons	I	Miller	41	F	Arabic	42	+	o	+	+	+	o	-
166	Tirona, Corazon	I	A	I	Schueman	30	F	Tagalog	38.5	+	+	o	+	o	o	o
167	To, Tri Hoang	II	V/Sevn Corn	I	Blankmann	24	M	Vietnamese	13	u	u	u	u	u	u	+
168	Ton, Quynh	I	A	I	Cornelius	57	M	Vietnamese	42	o	+	+	+	+	o	o
169	Tossah-Accolley, A	II	S/Ballston	I	Doddridge	29	F	French	42	+	o	+	u	+	u	u
170	Tossah-Accolley, A	III	V/Sevn Corn	S	Wyatt	29	F	French	26	+	o	+	+	+	o	+
171	Tran, Dung	III	U/Tysons	I	Cornelius	44	F	Vietnamese	36	+	+	+	+	+	+	o
172	Tran, Thap Van	III	V/Sevn Corn	I	Tarrant	45	M	Vietnamese	34.5	u	o	+	u	+	+	o
173	Tran, Thu Thi	II	V/Sevn Corn	I	Blankmann	37	F	Vietnamese	12	u	u	u	u	u	-	u
174	Velasquez, Janet	III	C/Bethesda	I	Berlin	32	F	Spanish	24	+	+	+	u	u	u	u
175	Vidal, Luisa Margar	II	C/Buckingham	I	Bury	24	F	Portuguese	33	o	+	+	+	o	o	o

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
176	Vivalda, Ratan (Bo)	I	C	I	Tidball	40	F	Thai	21	u	u	u	u	u	u	u
177	Wang, Nan	I	A	I	Schueman	44	F	Chinese	42	+	+	+	+	o	o	o
178	Whitmore, Lily	III	U/Tysons	I	Cornelius	46	F	Chinese	12	o	o	o	o	o	o	+
179	Wolde-Michael, Bez	II	C/Vienna	I	Cornelius	45	M	Amharic	45	u	u	u	u	u	u	u
180	Wolde-Michael, Bez	III	C/Buckingham	P	Hutchens	45	M	Amharic	36	+	+	+	+	+	o	o
181	Wolk, Rosedel	II	V/Sevn Corn	I	Blankmann	46	F	Tagalog/English	45	u	+	u	+	+	o	+
182	Wolk, Rosedel	III	V/Sevn Corn	S	Wyatt	46	F	Tagalog/English	42	-	+	+	+	+	+	+
183	Yansaneh, Saidu	III	C/Bethesda	I	Berlin	35	M	English	3	u	u	u	u	u	u	u
184	Yuan, Sheryn	I	C	I	Blankmann	41	F	Chinese	35	+	+	+	+	+	o	o
185	Yuan, Sheryn	II	C/Bethesda	P	Schueman	41	F	Chinese	9	u	u	u	u	u	u	u
186	Zarala, Ann	II	V	S	Tarrant	32	F	Spanish	3	u	u	u	u	u	u	u
187	Zarala, Ann	II	V/Sevn Corn	P	Tidball	32	F	Spanish	6	o	o	o	o	o	o	o
188	Zarif, Farouq	I	V	S	McQuire	42	M	Farsi	42	+	+	+	+	+	+	o
189	Zarif, Farouq	III	V/Sevn Corn	P	Ballering	42	M	Farsi	6	u	u	u	u	u	u	u
190	ZeZe, Telesphore	III	V/Sevn Corn	I	Tarrant	47	M	Beti/French	36	o	o	+	+	+	o	+
191	Zikria, Fatema	I	C	I	Tidball	27	F	Dari	35	-	o	o	+	+	o	u
192	Zikria, Fatema	II	C/Vienna	P	Tidball	27	F	Dari	20	-	u	u	u	u	u	u

APPENDIX B

Cross-cultural Training

Fairfax County Public Schools
Adult and Community Education - ESL
English in the Workplace

CROSS-CULTURAL SEMINAR

SAMPLE AGENDA

I.	Introduction
II.	Individual and Group Concerns
III.	What is Culture? Levels of Culture - The Iceberg
IV.	New Language Immersion: Carolaur
V.	What Are You Saying?
VI.	Case Studies Comparisons in Nonverbal Communication
VII.	Adapting Oral and Written Communication
VIII.	Dimensions of Intercultural Communication
IX.	Workplace Strategies
X.	Evaluation

A. PURPOSE:

Cross-cultural training is designed for immediate supervisors of limited English proficient (LEP) employees. Department heads and managers of companies with LEP employees find it worthwhile as well. Providing cross-cultural training to the managers and supervisors, in conjunction with English classes for LEP employees provides the managers and supervisors with tools to work more effectively with their employees. The two areas of training complement and enhance each other, encouraging the supervisors to become more willing to interface with their employees.

B. WHOM DID WE SERVE?

Fairfax County Cross-Cultural Trainers presented 5 workshops between February 1993 to August 1994. A total of approximately 200 supervisors attended the workshops. Most of the participants were front line supervisors who had direct contact with limited English proficient (LEP) employees. While the training sessions were designed to address communication between supervisors and LEP employees, the trainers anticipated that managers and supervisors would also want to share concerns about communicating with LEP clients/customers, and this occurred during some of the training sessions. Training was given by experienced cross-cultural consultants.

The trainers presented 4 orientation seminars for bank staff to familiarize them with the objectives of the cross-cultural training. Approximately 100 bank representatives were in attendance.

The CCT trainers conducted three staff development training sessions for the EWP bank instructors. Topics included addressing critical incidents, effective use of the curriculum, use of the video, and the role of the instructor in a workplace situation.

C. THE TRAINING PACKET:

Training was provided in both three and four hours segments, depending on the preference of each bank. The participants were given a training packet (attached) which included a workshop

agenda. "Individual and Group Concerns" elicited information from the participants as to their particular needs. This input was valuable because it made use of the participants' experiences. The trainers then discussed the meaning of culture using a graph which depicted the different levels of adjustment faced by LEP employees. Culture was then compared to an iceberg with areas that are above and below the water line. This sensitized the participants to emotional reactions that might be unexpected. Participants were exposed to a new language lesson, "Carolaur", which allowed participants to experience the difficulties and frustrations involved in learning a new language. A discussion of English oral and written communication highlighted pitfalls one might face in dealing with non-native speakers of English. Non-verbal communication was explored alerting the participants to miscommunication problems that could arise. Case studies were designed resulting from possible conflicts faced by both student/employees and managers. An important result of this cross-cultural training was workplace strategies suggested by participants to more effectively deal with LEP employees and/or customers.

These above-mentioned topics were chosen because of the experience of the cross-cultural trainers in previous business-related workshops. It was deemed essential to address the specific concerns of the direct supervisors and/or managers. Their input made the workshops timely and pertinent to their particular needs. The remainder of the workshop flowed from their active participation, particularly in the "Individual and Group Concerns" section, case studies, and workplace strategies.

D. MOST EFFECTIVE ACTIVITIES:

While the training sessions were well-received, the trainers felt that the activities which employed active participation were most effective. Research has shown participants learn best by "doing" an activity instead of just reading about it. There were three interactive activities the cross cultural trainers found most beneficial when working with the bank supervisors. The first activity, listed on the agenda as "Individual and Group Concerns," gave participants time to openly air their specific concerns and receive immediate feedback. The participants were given a handout, " A Multicultural Workplace" which had open-ended sentences. The participants were encouraged to complete the sentences ("My biggest problem is.... I wish

employees would....I would feel more comfortable if...") . After writing their concerns, the participants met in groups to discuss what they had written, and then all participants discussed their concerns with the trainers.

This activity was particularly effective because it enabled supervisors to discover that they were not alone in their feelings of frustration. It was often the case that managers from different branches or offices had little time to "compare notes" and share strategies that work. They found that the answers they were looking for were sometimes already within their organization. The trainers acted as facilitators during this part of the workshop. They helped elicit suggestions from the other participants, and they provided suggestions and alternative ways of looking at a problem.

Another activity which worked extremely well in the workshop was the use of a mini language immersion. Participants were taught a fictitious language, "Carolaur," and asked to perform simple tasks using that language. They had to speak, read, write, and follow directions. After performing the tasks, the participants were "debriefed" and the whole group discussed how they had felt during the activity. "Carolaur" helped participants put themselves in the LEPs place.

A third activity which was extremely beneficial in the training was the use of case studies. As part of the pre-assessment process, the trainers had talked with the teachers of the EWP classes to discuss student concerns, and they had spoken with the bank representatives to discuss supervisor concerns. From these discussions, and from having done training with the banks previous to this grant, the trainers developed case studies (critical incidents) which were representative of problems in communication between supervisors and LEPs at the bank. Participants were put in groups to discuss areas of miscommunication and to suggest alternative ways to improve the situation described in each case study. The critical incidents were effective because they directly reflected ongoing problems at the banks. The participants could then, in small groups, and as a whole, address the real issues of concern.

E. MAJOR CONCERNS OF CROSS-CULTURAL TRAINING:

While supervisors and managers expressed a number of concerns, there were several that were consistently mentioned at each workshop. Many supervisors mentioned problems in communications between employees. Some "American" employees were reluctant to interact with LEPs because of accent, lack of fluency, or poor "chit chat" skills. There was also a great concern about employees speaking their native language in the workplace. Employees' poor telephone skills were commented on frequently, as were poor pronunciation skills. And finally, supervisors were very concerned about lack of concept of "team". The LEPs did not interact in meetings well, and co-workers were also reluctant to interact with the LEPs because of difficulties in communication.

F. STRATEGIES

These successful strategies were most often mentioned in the workshop:

- The use of question words (who, what, were, how, when) followed by "show me" was suggested as a means of checking LEPs comprehension of information.
- Cross-cultural trainers suggested a "cheat sheet" (attached) providing written translation of commonly used banking words.
- Simplifying the written word was also mentioned as an effective strategy. Participants were made more aware of techniques to adapt the readability of written material.
- Activities designed to encourage "team spirit" in the workplace were also discussed. These included holding international food days, team picnics, etc. These provided more opportunities for LEPs to communicate in more informal settings ("small talk").
- The use of "one-on-one" mentors was suggested as a way to encourage LEPs to practice their telephone skills in a non-threatening environment. The mentor could provide a "cheat sheet" with common questions and responses the LEP might use on the telephone.
- LEPs speaking their own native language in the workplace sometimes interfered with productivity. Requiring that only English be spoken in the workplace varied from department to department, depending upon need. The trainers strongly recommended that the legal department of each organization be contacted to ensure that the rights of all individuals were met. The trainers suggested ways that managers consider exactly what, where, when, and how much English is needed to perform a task.

- The trainers suggested managers ask LEPs for additional comments or suggestions at meetings, rather than waiting for the LEP to initiate oral communication.

G. OBSERVATIONS:

While many of the participants were front line supervisors, some were not. These workshops would have been more effective had more front line supervisors attended. More participants could have been accommodated, but conflicting bank schedules prevented others from being scheduled. It would also have been more helpful if front line supervisors had been informed ahead of time of the importance of this training. The workshops would have been more effective if they could have met more than once with the same supervisors. That is, meet once, and then have a follow-up workshop to discuss which strategies worked and which didn't.

H. STAFF DEVELOPMENT TRAINING

Trainers met with EWP instructors to discuss teacher, student, and managerial concerns. The trainers provided an overview of cross-cultural training and discussed the role of the instructor in a workplace environment. The teachers participated in a language-immersion activity. The activity served as a reminder of the difficulties adults experience in learning a second language. The teachers and trainers discussed critical incidents in the workplace, and shared how these scenarios could be used in conjunction with the curriculum. Instructors looked at workplace problems from the perspective of both the supervisors and LEP employees.

The trainers demonstrated effective use of video materials from "Communication Pays Off" (the video developed as part of this grant). The instructors and trainers worked on different video segments, making direct correlation between issues addressed in the video and in the curriculum, as well as managerial and LEP employee concerns.

As a result of this training, teacher strategies were expanded to incorporate a variety of techniques which would be effective in meeting the specific needs of the adult student learner.

On June 3, 1994, bank representatives, trainers, and instructors met to share their concerns and points of view, to assess what was successful, and to develop strategies to strengthen areas

which needed improvement. As a result of this meeting, instructors, trainers, and bank representatives were all more clearly focused on the same issues.

I: DISSEMINATION

Information about cross-cultural concerns and the "Communication Pays Off" video was disseminated at the following conferences:

- 0 Virginia Adult Institute for Lifelong Learning (VAILL). Arlington, VA, August 1993, August, 1994.
- 0 TESOL International Convention, Baltimore, MD, March, 1994.
- 0 Network Conference/Workforce Development, Baltimore, MD, April, 1994.

As a result of the presentation at TESOL, additional information was requested from trainers in San Francisco, California.

J. RECOMMENDATIONS:

Recommendations for future cross-cultural training include the following:

- o More frequent meetings should be held between the EWP teachers and cross-cultural trainers to determine specific cultural concerns.
- o Cross-cultural trainings should be provided to the students themselves to insure that the same topics are covered with both supervisors and employees.
- o Follow-up training should be provided to the same participants after a reasonable period of time to discuss the effectiveness of strategies.
- o Cross-cultural training should be an on-going commitment on the part of the employer to address the concerns of Workforce 2000.

Fairfax County Public Schools
Adult and Community Education - ESL
English in the Workplace

Carole Saunders Doyle
Laura Schanes Romstedt
Cross-Cultural Trainers

EWP INSTRUCTORS

CROSS-CULTURAL TRAINING SEMINAR

June 1994

I. Introduction

II. Review of April 28 and June 3 seminars

III. Case Studies

IV. Using the Videos

a. Demonstration
b. Group work

V. Evaluation

Fairfax County Public Schools
Adult and Community Education - ESL
English in the Workplace

Carole Saunders Doyle
Laura Schanes Romstedt
Cross-Cultural Trainers

EWP INSTRUCTORS

CROSS-CULTURAL TRAINING SEMINAR

April 1994

I. Introduction

II. Circle Ice Breaker

III. Overview of Cross-Cultural Training (CCT)

IV. Language Immersion - Carolaur

V. CCT Case Studies

VI. EWP Case Study

VII. Individual and Group Concerns

VIII. Evaluation

APPENDIX C

Educational Advisor's Activities

Final Report
Fairfax Workplace Literacy Program
Educational Advisor
Sharon Bruce

From March of 1993 through July of 1994, the Educational Advisor continued to advise students in preparing their individual educational goals beyond the literacy grant. The advisor also took on a major role in the creation of the instructional video, "Communication Pays Off."

The Educational Advisor met with 46 new students at least once, and discussed their educational goals, how to set them and how to achieve them. For many students, implementing a plan for education outside of the bank program was not a possibility in the immediate future. However, a newly designed form, "An Action Plan for My Education," with five action steps, enabled the students to work with the advisor and identify the steps they needed to go through in order to formulate their plans. The plans serve as a map for the future. And, building on a foundation of educational advising established under earlier cycles of the grant, the Educational also met with 28 previously enrolled students and helped them continue their educational planning.

The Educational Advisor made short classroom presentations linking education and careers in the future. Using articles from the New York Times, such as "Staying Afloat: Work in the 90's", March 13, 1994, as a springboard for discussion about job opportunities, the students were able to see the impact of their education on their career choices. For instance, many students were surprised to learn that there would be more jobs in health

services and related businesses in the next ten years than in secretarial work. They put forward the notion of enhancing their English language skills by also taking classes in computer literacy and accounting as a way of preparing for changes in the future.

In working with the students during the advising sessions, occasionally students with children would ask questions about parenting in America. The Educational Advisor purchased two books Parenting Your Teenager and Parenting Your Pre-School Child (Dinkmeyer) to serve as reference books on American style child rearing. Some parents were caught in a bind by the traditional manner of child rearing in their home country and an awareness that those methods were against the law in this country. These books served as good resources for discussing discipline differences.

Two students enrolled at the local community college. Several students started American Banking Institute classes, but due to personal circumstances, had to withdraw.

The Educational Advisor also played a major role in the creation of the instructional video, "Communication Pays Off." Having acquired extensive knowledge of the video making process, the Advisor participated in the selection of the production company and the script writer, acted as liason with the production company, and helped to implement an action research model used during the script writing phase in order to have the scripts validated by the teachers and students. The Educational Advisor also participated in the final editing of portions of the video.

Several scripts for the video were based on situations that

arose during the educational advising sessions. Issues like expressing empathy, handling stress and other coping skills were woven into vignettes for the video. The finished video added a new dimension to the educational advising process. In several instances, following an advising session with a student, the classroom video for that week was chosen to be relevant to the student's issue. For instance, the issue of rude bank customers had surfaced during an advising session. Later, the classroom teacher played the relevant video vignette while the Educational Advisor was on site. The teacher, advisor and students participated in a lively discussion about the contents of the video. The students were willing to contribute their own experiences and insights in dealing with rude customers. As another example, a student had a problem discussing her annual review with her supervisor. One of the segments of the video covers that problem. The Educational Advisor helped facilitate a classroom discussion so that without being singled out, the student was able to get some ideas from her peers on how to deal with the supervisor.

AT TESOL, 1994, the Educational Advisor was a co-presenter in two workshops. In one, the role of the Educational Advisor was presented; and in the other, the process of making a relevant instructional video.

What classes should I take in order to improve my opportunities at the bank?

You may need to talk to your supervisor or manager. Ask them what classes they attended that they thought were useful to them. Have them give you some recommendations.

How do I go to school when I work 40 hours a week and have a home and family to manage?

This is the hardest question of all to answer. A good suggestion is to start with just one class. You will have to ask your friends and family to understand that you will not be able to attend every family gathering during the school semester. You need to help your family to understand that there will be some changes that may affect their schedules. Your school age children will be doing their homework at the same time you do. You will be able to set a good example.

Mothers may find that they can do a lot of cooking on Sunday so that they will not have to cook on the night they go to class. Fathers may have to make special time to spend with their children; they may miss seeing their children in the evening. Many parents are returning to school and face many of the same problems.

Sharon Bruce, Educational Advisor
Fairfax County Public Schools/EWP
Fairfax, Virginia; 1992

QUESTIONS STUDENTS OFTEN HAVE ABOUT HIGHER EDUCATION

How can I attend Northern Virginia Community College (NOVA)?

You may go to NOVA if you are over 18 years of age. You do NOT need a high school graduation certificate from your country.

In order to be eligible to pay in-state tuition, you will need to show proof of residence in Virginia for one year. You may use your green card or citizenship documents as proof.

If your status has not been finalized, you will probably have to pay out-of-state tuition.

Will NOVA give me an English test?

Yes, NOVA will give you an English placement test (EPT). Turn in your NOVA application form. The test is an hour and fifteen minutes long.

You will be tested on comprehension. There is an oral section and a written section. The test is to place you in the correct class. These classes do not count towards your degree. These classes will prepare you to read and write college level English. Some students need only a few classes before they are ready to pass the examination for college level English classes.

What is the difference between community colleges, NOVA and universities like George Mason?

Community colleges offer a two year degree called an Associates degree. Community colleges are attended by students who have finished their high school education or by students over the age of 18. Credits from the two year degree can be transferred to a university that offers a four year degree, such as a Bachelor of Art or Science (BA or BS). Another possibility to receive college credit is to get "credit by examination". That means you can take an examination and if you pass, you will get credit. For example, if you take an algebra examination and pass, you would receive college credit

What can I do about the college or university classes that I attended in my country? Can I get credit here in this country?

There are several organizations that will evaluate your transcripts for a fee. Transcripts are the records of your classes and grades you received. Some classes are more likely to be acceptable, such as chemistry or calculus. Some classes like art or music may be counted as electives.

What courses should I take from American Institute of Banking that will transfer to a college or University?

There are a number of classes that are transferable. For example, the accounting courses. You should talk to the AIB representative in your bank's Human Resources office.

I want to improve my language skills, but I cannot afford to go to college right now. What can I do?

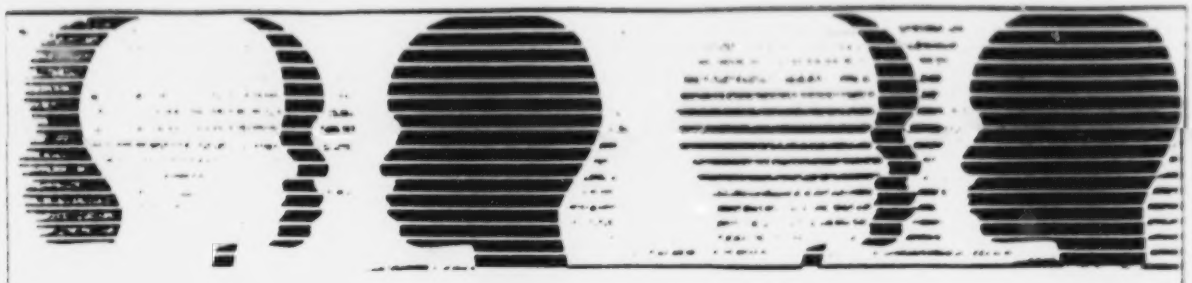
You can attend classes offered by Adult Education. Check with your local Adult Education office in the school system in your area. Fairfax County offers advanced classes in writing and grammar, as well as classes in computer software.

You may want to check with the Human Resources office at your bank to learn if there are opportunities for educational reimbursement programs or there are low cost student loans available. You might also want to check with the Financial Aid office at the college or university for funding.

BEST COPY AVAILABLE

APPENDIX D

Peer Support Handbook



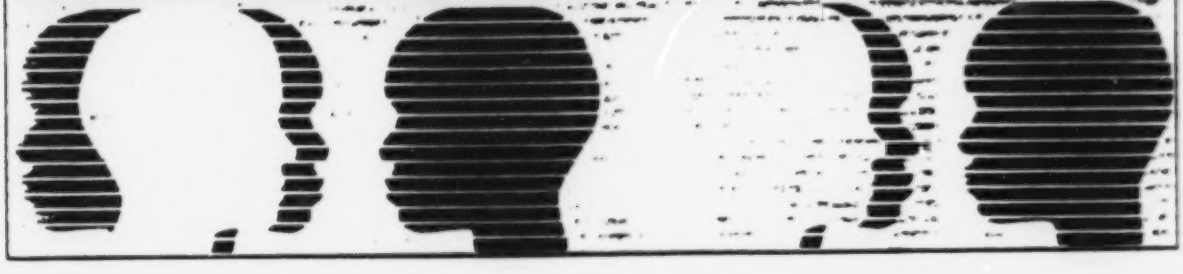
National Workplace Literacy Partnership Program

Table of Contents

1. Record of Sessions
2. Introduction
3. Characteristics of Adult Learners
4. Some ideas on Language Acquisition
5. Helping with Writing
6. Helping with Language Choices
7. Helping with Pronunciation

PEER SUPPORT HANDBOOK

Office of Adult and Community Education
FAIRFAX COUNTY PUBLIC SCHOOLS



Peer Support Program
for the
Communication Skills for Banking
Seminars

Name of participant: _____

Bank/Branch or Department: _____

Name of peer partner: _____

Bank/Branch or Department: _____

Seminar (Circle one): Introductory (I) Proficiency (II) Simulation(III)

Cycle (Circle one): Spring '93 Fall '93 Spring '94

Record of Sessions

Date	*Participant	*Peer Partner	Length of Meeting	Subject of Meeting**	Comments

* Seminar participants and peer partner should initial each time that they meet.

** Pronunciation
Writing
Grammmar
Class Assignment (give title)
Idioms
Other (describe briefly)

Record of Sessions

Date	*Participant	*Peer Partner	Length of Meeting	Subject of Meeting**	Comments

Introduction

This handbook is provided to give you some background and understanding about an adult language learner. In it are also guidelines and suggestions for working with your Partner on speaking and writing in English, and there are materials for expanding on activites presented in the classroom.

The Seminar instructor is a valuable resource. If you are stumped on a language problem, or need suggestions for activities, please don't hesitate to contact the instructor for help.

Your most helpful tools are a sympathetic ear and honest, encouraging feedback.

Enjoy your new partnership!

CHARACTERISTICS OF ADULT LEARNERS

1. **Adults assume responsibility for their own learning.**

   Work towards a partnership that promotes encouragement, understanding, and cooperation through good communication. Yours is a helping relationship. Don't do your partner's assignment for him/her.

2. **Adults have global life experiences to build on.**

   The person you are working with may have academic/work/life experiences of which you are unaware and which are very different from your own. Assume nothing.

3. **Adults have developed self-respect and established places for themselves in their family and community.**

   Be discreet. Treat all information as confidential.

4. **Adults are busy with work and other responsibilities. They have little time to waste.**

   You can break up your time by meeting 10 or 15 minutes on convenient days during the week.

5. **Adults' experiences with failure and success will determine their attitudes toward new attempts at learning.**

   Provide positive learning. If your partner makes a mistake, encourage him/her. Mistakes are a part of learning.

   When an error is made, instead of saying, "No, that's wrong," say, "Try again," or "That's close." Never be critical or sarcastic.

   Provide plenty of praise even for the simple, routine tasks. A nod of the head or "that's good" can provide praise.

6. **Each adult learner is unique.**

   Adults learn in different ways. Be patient. Learning a new language is a slow, developmental process.

What do you think?

Read the following statements about learning a language and circle either True [T] or False [F]

1.	The best way to learn a language is to memorize and repeat dialogues.	T	F
2.	The best way to perfect a language is to study the grammar rules and do grammar drills.	T	F
3.	If a person knows all the grammar rules, his/her speaking skills will improve significantly.	T	F
4.	A person can eliminate his/her accent if the instructor corrects all the pronunciation mistakes.	T	F
5.	A person should study the dictionary to increase his/her vocabulary.	T	F
6.	Good grammar, spelling and punctuation are the most important skills for writing English well.	T	F
7.	The instructor/mentor should correct all writing mistakes.	T	F
8.	When native speakers read in their own language, they understand every word.	T	F
9.	Listening to tapes is the best way to improve listening skills.	T	F

The answers and an explanation are on the next page.

Although no one knows yet for sure how adults learn a new language, current language acquisition theory says that all answers to the preceeding quiz are **False**. Please read on.

Krashen's five

Following is a summary of psycho-linguist Stephen Krashen's five hypotheses related to language acquisition.

1. **The Acquisition-Learning Hypothesis:**
   Krashen distinguishes two ways in which adults develop competence in a second language: language "acquisition", through real communication, and "conscious" learning through increased knowledge of the rules of the language. He suggests that "conscious" learning, as we have known in classrooms of the past, does not assit with the real acquisition of a language.

2. **The Natural Order Hypothesis:**
   Adults acquire grammatical items in a predictable, natural order. Grammatical competence builds on prior learning.

3. **The Monitor Hypothesis:**
   A Monitor (or internal editor) develops through conscious learning, but permanent correction (acquisition) happens through authentic communication; in other words, by using language in real, natural situations.

4. **The Input Hypothesis:**
   In order to acquire language, adults need comprehensible input: listening or reading, that is a little beyond their present language competence. Krashen expresses this in the formula [i + 1] where "i" is the students' current competence and "+ 1" is the additional language presented to "stretch" the students.

5. **The Affective Filter Hypothesis:**
   If students are not well-motivated, if they are anxious, or if their self-confidence is low, acquisition will not happen because the "affective filter" is high.

(To learn more about these hypotheses the seminar instructor can provide a fuller discussion.)

Adapted from *Providing Input for Acquisition*
By Steven Krashen.

I. Writing Guide

II. Choosing the Right Language

III. Pronunciation Guide

I. Helping with Writing

Writing is a step-by step process which results in a final product. We have listed below the steps of process writing and noted* where your input might be the most valuable to your partner.

Six Steps of Process Writing

1. **Pre-Writing**
   This is the planning and organizing step, usually done in the Seminar, sometimes called brainstorming.

2. **Drafting**
   This is the first "rough" writing.

3.* **Sharing**
   In this step, the writer receives feedback on his/her first draft. You can be the most helpful to your partner by checking for the following:
   - Does it make sense?
   - Are the ideas in the right order?
   - Are there enough details to explain the main idea?

4. **Rewriting**
   Here, the writer takes the ideas from Step 3 and writes the second draft.

5.* **Editing**
   In this step the writer works on the finer details of writing and grammar. You can be the most helpful to your partner by checking for the following:
   - Is each sentence complete?
   - Does each sentence begin with a capital letter and end with correct punctuation?
   - Have any necessary words been left out?
   - Do any words need to be changed?

6. **Preparing a final copy**

* ***Partners can be very helpful with these steps of process writing.***

Note: Remember-- don't do the assignment for your partner. Ask questions like, "I see a problem here. What do you see?" Encourage self-correction.

II. Helping with Language Choices

Your partner may have questions about the right words or phrases to use in certain situations on the job. For example, it might be helpful for your partner to practice a correct telephone procedure with you in the role of a customer.

Attached are handouts of words and phrases that will help your partner get through difficult situations that sometimes occur. If your partner comes to you with a specific question about such a situation, you can use the suggested phrases to roleplay solutions.

Apologies

I'm sorry.
I hope you're not angry.
I hope you understand.
I'm really sorry.
I feel so bad!
I feel so awful!

Why do you say that?
What do you mean?
Are you sure? Did I really?
There wasn't anything else I could do.
I did everything I could.
I don't mean to cause you extra work.
I shouldn't have...
If only I'd...
If only you'd...
I wish I'd...
Didn't you like the way...

You see.....when.....so.....

Common expressions used to soften an explanation

I understand your position; however,...

I understand how you feel, but...

You're right. It does take a long time, but...

You're completely right; however,...

In fairness to all our customers, we have to...

I hope you'll understand that because of some bad checks we've had to...

Because of the current situation, we are now required by the Federal Government to...

In order to maintain our customers' confidence, we feel we must...

As you know we've always had a reputation for being a safe bank; therefore, we feel we have to...

I know you've been banking here for years, and we do appreciate your business; but there are a lot of new customers that we don't know as well (as you). So, ...

Yes, of course we can do that for you, but first we'll need...

I'll see what can be done to speed things up.

I'll take personal charge of this and see to it that you have an answer before lunch.

I'll look into this right away and get back to you ASAP.

I'll/We'll do our best to...

I'm sorry I don't know enough about that to answer all your questions, but I will ask the Assistant Manager to call you back at your convenience to discuss it with you in detail.

ADVICE/SUGGESTIONS

ASKING FOR (REQUESTING) ADVICE:

What should I do?
Do you think I should...?
I'd like your advice on...
Do you have any suggestions/ recommendations/
What would you do if you were me?
Could I ask you for some advice on...
I would appreciate your advice on...
I was wondering if you could recommend...

OFFERING ADVICE/SUGGESTIONS

Can I offer you some advice?
Can I give you a piece of advice?

You should...
You ought to...
Why don't you...?
You'd better...
Be sure to...
How about _____ing...?
What about _____ing...
It might be a good idea to...
I think you should...
I'd suggest that you...
If I were you, I'd...
It seems to me that you should...
Have you considered _____ing...?
Have you thought about _____ing...
I advise[1] you to...
I urge you to...
I'd recommend that you...
I recommend _____ing...
My advice would be to...
If you want my advice, I'd...

RESPONDING TO ADVICE/SUGGESTIONS

ACCEPTING: usually all would be followed with "thank you" or "thanks"
That's a good idea.
What a good idea/suggestion!
That sounds like a good idea.
You're right. I'll do that.
Oh, I hadn't thought of that.
That hadn't occured to me.

ACKNOWLEDGING, BUT NOT ACCEPTING THE ADVICE:
That's not such a good idea for me because...
I'm afraid that won't help me because...
I don't think I could do that.
I'm not sure that's such a good idea.
I'd can't (couldn't) do that because...
Well, maybe (perhaps) another time.

---

[1] Note the difference between "advice" (Noun) and "advise" (Verb)

KEY COMMUNICATION PHRASES OR WORDS

The following is a list of helpful words and phrases in paraphrasing that illustrate and emphasize emphatic listening, as well as enhance effective communication. Proper timing of these remarks is of vital importance.

CHECKING

"So what you're saying is..."
"Let me see if I understand you correctly..."
"If I understand you accurately, you are saying..."
"What you said seems to indicate that..."
"If I heard you correctly, then..."
"Correct me if I am wrong. Are you saying..."
"Let me check to see if I heard you..."
"In other words..."
"Do I hear you saying that..."
"Are you saying that..."
"Do you mean that..."
"Tell me more..."

SHARING/REFLECTING

I see what you mean, your concern is...
I'm sorry that you... Is that right?
I'd be concerned if I thought...
You feel that...
I know how hard it is when...

CLARIFYING

Another way we could look at this is...
Is it possible that...
Many departments have encountered the same...
So what you're asking is... Is that right?
If I understand right, you're concerned about whether...
Is it fair to say that the real issues is...?

PRESENTING

Based on what you've said, I'd like to suggest...
Here's what to do...
One possibility is...
In that case, why don't we...?
Many departments have found that...

ASKING FOR ACTION AND COMMITMENT

How does that sound to you?
Who could be assigned to that aspect?
Should we go ahead then and...?
What date would be best to start...?
I can prepare the proposal by... Is that a good date to get started?
Production should start on ... then?

III. Helping with Pronunciation

There are three ways you can help with pronunciation.

1. Rate of speed - Encourage your partner to speak more slowly and to enunciate more carefully.

2. Informality vs formality - Different situations call for different degrees of formality. We speak differently to a customer than we speak to a buddy. It's the difference between "May I have?" and "Gimme!" If needed, you can discuss with your partner that casual language can sound flip in the wrong context. In addition, overly formal business language can seem cold and unfeeling to a customer or co-worker.

3. Intonation - You can have fun practicing the following activities with your partner.

PRONUNCIATION

1. Sentence stress

Note: The stressed word in the sentence carries the meaning.

If you have any doubt that changing the way you say something can change the meaning, this example should convince you.

Directions: Emphasize italicized work to change meaning.

I did not say you stole my red bandana. (Someone else said it)

I *did* not say you stole my red bandana. (Disputatious denial)

I did *not* say you stole my red bandana. (Disputatious denial)

I did not *say* you stole my red bandana. (I implied or suspected)

I did not say *you* stole my red bandana. (Someone else stole it)

I did not say you *stole* my red bandana. (You did something else with it)

I did not say you stole *my* red bandana. (You stole someone else's)

I did not say you stole my *red* bandana. (You stole one of another color)

I did not say you stole my red *bandana*. (You stole something else red)

The NEW Reading Teacher's Book of Lists, 1985 Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. By E. Fry, D. Fountoukidis, and J. Pold.

PSHbk 15

You can practice intonation with your partner using any reading or speaking material. Try the following conversation together.

2. Pronunciation/Intonation Practice

Bank employee: Good morning. Loan Department. This is XXX speaking.

Customer: I'm calling about that loan I applied for over a month ago! This is the third time I've tried to get an answer on this.

Bank employee: I am sorry to hear that, but I will try my best to help you.

May I have your name, please?

Customer: Susan James.

Bank employee: And where did you apply for the loan, Ms. James?

Customer: I do everything at your Alexandria Branch and have done so for years, but frankly I'm beginning to wonder...

Bank employee: I know you've been banking with us for years, and we do appreciate your business. Please tell me what kind of loan you requested.

Customer: I own a small business and the loan was for a company van.

Bank employee: Could you tell me what the loan number or bank referral number is?

Customer: How am I supposed to know? No one gave me any reference number.

Bank employee: I hope you don't mind me asking, but have you completed everything - I mean all the paperwork necessary for the loan?

Customer: Oh, come on. I completed all the paperwork before the end of September. Here it is nearly November. What's going on?

Bank employee: I'll take personal charge of this and see to it that you have an answer before lunch. Could you give me your office number?

Customer: No, I don't want you to call me back. I'm staying on this line as long as it takes to get an answer.

(Employee goes off to find answer.)

Bank employee: Thank you for holding, Ms. James. I have your file in front of me.

Customer: Well?

Bank employee: It appears that your signature is missing from one of the copies of your application.

Customer: And?

Bank employee: I'm afraid this signature is essential in order to process your request. Would you mind coming in here to sign your name?

Customer: You've got to be kidding! That means we're starting all over again. I don't believe this. If you needed my signature, why didn't you call?

Bank employee: I believe a letter was mailed in mid-October and a message was left on your answering machine. I'm sorry you never got the information.

Customer: Is this what you call customer service?

Bank employee: I understand your frustration; it is an inconvenience. If you would come over to our main office today and sign the application for Mr. Sanchez, the Loan Manager, we will be able to process it immediately.

Customer: There's no way I can get there today. You'd better have him come over here with the papers.

Bank employee: Let me see what I can do for you. (Pause). Ms. James, we can send the papers by messenger to the Alexandria Branch which is closer to your company. I'll speak to the branch manager there and have him call you personally to see how we can make this as easy as possible on everyone. Again, I'm sorry about the mix-up.

Customer: What's that man's name?

Bank employee: The Alexandria Branch manager's name is Mr. Smith.

Customer: All right. I'll expect a call from him by tomorrow.

Bank employee: Yes, Ms. James.

Customer: Goodbye.

Bank employee: Goodbye.

APPENDIX E

Instructional Video and Handbook

Thank you for your interest in the video, "Communication Pays Off". This VHS/NTSC video was produced by Fairfax County Public Schools and First Virginia Banks, Inc. under the National Workplace Literacy Grant, CDFA #84,257. Thirty-four vignettes representing eight workplace topics complement a Communication Skills curriculum for limited English proficient bank employees.

If you would like to receive a copy of the video, please use the order form below, and send a check, payable to VEDA Incorporated, for duplicating and shipping costs.

Please send ___ copies of "Communication Pays Off" video to:

Name: _____

Organization: _____

Address: _____

_____

_____

Total $_____ for ___ copies (+ $3.50 shipping)

Price: $15.00 per copy, plus $3.50 for shipping.

Send to: VEDA Incorporated, 1800 N. Beauregard St., Alexandria, VA 22311.
Attn: Pam Howden

If you would like to receive a copy of the teacher's handbook for using the video, send a check payable to FCPS - Adult ESL with the coupon below.

- -

Please send ____ copies of teacher's handbook for the video "Communications Pays Off" to:

Name: _____

Organization: _____

Address: _____

_____

I have enclosed $ _____ for _____ copies (Price: $8.00 per copy, includes shipping & handling)

Send to: FCPS - Adult ESL
7731 Leesburg Pike, Rm. 100
Falls Church, VA 22043
Attn: Robin Schrage

COMMUNICATION PAYS OFF
Topic One

1.1. Professional Image: Assertive Behavior

A. Submissive: supervisor and employee. The supervisor accuses the employee of an error. The employee acts submissively.
B. Same scene: This time the employee acts aggressively.
C. Same scene: This time the employee acts assertively.

1.2. Professional Image: Assertive Behavior

A. An employee avoids answering the ringing telephone.
B. An employee answers the phone and turns the call over to the supervisor.
C. An employee takes responsibility for the call and speaks with the customer.

1.3. Professional Image: Assertive Behavior

An employee does not know the answer when a customer has a problem. The employee demonstrates empathy by eye contact, voice inflection and acknowledging the person's feelings.

COMMUNICATION PAYS OFF
Topic Two

2.1. Prejudice

New bank customer is turned off by the number of foreign born employees in the bank and their hard-to-pronounce names.

2.2. Prejudice

"My supervisor is prejudiced against me because..."

2.3. Prejudice

A customer reacts negatively to a voice with an accent on the telephone in the bank.

2.4. Prejudice

In the lunch room, a co-worker finds a foreign born employee's lunch "weird and smelly."

COMMUNICATION PAYS OFF
Topic Three

3.1. Anger At Work

An employee follows the bank procedure in dealing with an irate customer. However, the customer is not placated.

3.2. Anger At Work

A customer objects to showing a teller his/her identification. An employee uses courtesy phrases to overcome the objection.

COMMUNICATION PAYS OFF
Topic Four

4.1. Conflict Resolution

A. Two foreign born employees have a misunderstanding about sending certified mail. The sender uses an accusatory tone and attitude towards the other employee.

B. The same scene, both employees use questioning.

C. Same scene, both employees use questioning and courtesy phrases.

4.2. Conflict Resolution

A. In order to prevent a problem, for instance, a bank error, a bank employee telephones another department.

B. In order to prevent a problem, an employee tells his co-workers that he is changing his daily schedule.

4.3 Conflict Resolution

A genuine conflict between a supervisor and an employee about being on time.

4.4. Conflict Resolution

Two employees demonstrate compromise, by working out shifts at the drive through teller's window.

COMMUNICATION PAYS OFF
Topic Five

5.1. Coping Skills

Two bank employees appear to have a competitive relationship. This relationship creates stress on the job. One employee has difficulty using the English language to promote his qualifications for a job.

5.2. Coping Skills

A bank employee gets a telephone call from home and starts to cry. A co-worker provides some coping skills.

5.3. Coping Skills

Coping with sexual harassment from a supervisor.

5.4. Coping Skills

A. An employee is asked to stay late. He says no and explains.

B. Same scene. He says no, but is willing to stay late another time.

C. Same scene. He says yes but asks his supervisor to give him more warning the next time.

COMMUNICATION PAYS OFF
Topic Six

6.1. Office Relations

Two foreign born bank employees are discussing that despite the sodas they have bought for their supervisor, the supervisor scolded them for being late.

6.2. Office Relations

Three employees from the same branch are eating their lunch. Two of the employees are speaking in their language. The third is a native English speaker.

6.3. Office Relations

The employee and the supervisor are discussing the employee's annual review. The employee wonders about some of the statements on the review. In order to understand them, he asks some questions.

6.4. Office Relations

The employee is reprimanded by the supervisor/manager in front of a customer.

6.5. Office Relations

Bank employees express the same intolerance of diversity that many "Americans" reveal.

COMMUNICATION PAYS OFF
Topic Seven

7.1. Listening Skills

An employee demonstrates "active listening" to be sure she understand instructions. Another employee stays quiet and discovers she has misunderstood.

7.2. Listening Skills

A. A customer is telling a bank employee about a problem with the customer's account. The employee just sits and listens.

B. Same scene. This time the employee provides reflective listening.

COMMUNICATION PAYS OFF
Topic Eight

8.1. Meetings

Interactions and Language in Meetings.

Permission to Copy:

In order to facilitate the use of the video "Communication Pays Off" in the classroom, permission is hereby given to reproduce each one of the eight topic segments, in its entirety, onto an individual tape.

Robin Schrage

Robin Schrage, Executive Producer
FCPS - English in the Workplace

On a scale of 1 to 3, please rate your reaction to the video, **"Communication Pays Off."**

	fair 1	good 2	very good 3	comment
Quality of production				
Sound	1	2	3	_____
Color	1	2	3	_____
Picture	1	2	3	_____
Quality of vignettes				
Authentic situations	1	2	3	_____
Authentic dialog	1	2	3	_____
Which did you like best?				_____
Which did you like least?				_____
Quality of application				
Adaptable to my classroom needs	1	2	3	_____
Adaptable to various proficiency levels	1	2	3	_____
Adaptable to situations beyond the bank	1	2	3	_____
Adaptable to various teaching techniques	1	2	3	_____

How did you use the video in your class? _____

_____

_____

We appreciate your comments on this video. Please return this form to: **Robin Schrage, Coordinator of English in the Workplace, 7731 Leesburg Pike, Room 100, Falls Church, VA 22043.**

APPENDIX F

Orientations

National Workplace Literacy Partnership

SIGNET Managers Meeting

July 22, 1993

AGENDA

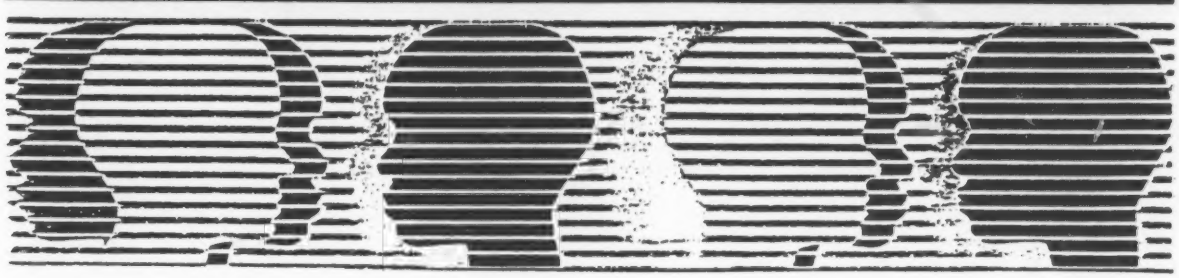
I. Introductions

II. Activity/Discussion to Assess Needs

III. Overview of Program: Components
Curriculum
Impact

IV. Role of Branch Managers

Office of Adult and Community Education
FAIRFAX COUNTY PUBLIC SCHOOLS



National Workplace Literacy Partnership

CRESTAR Managers Meeting

November 9, 1993

AGENDA

I. Introductions

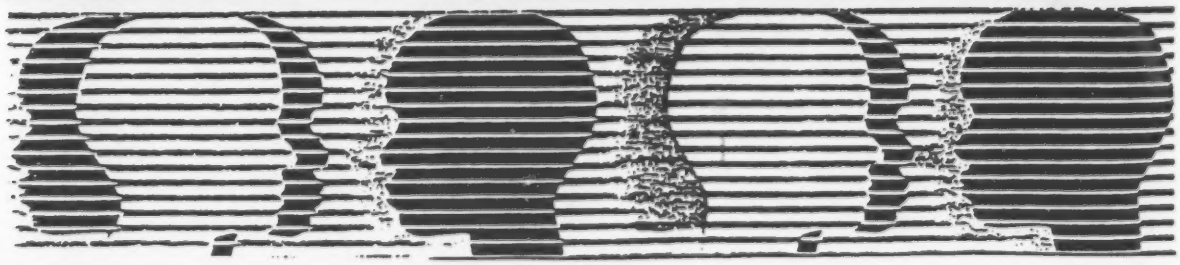
II. Activity/Discussion to Assess Needs

III. Overview of Program: Components
Curriculum
Impact

IV. Role of Branch Managers

V. Cross-Cultural Workshop

Office of Adult and Community Education
FAIRFAX COUNTY PUBLIC SCHOOLS



National Workplace Literacy Partnership

First Union Bank

March 15, 1994

AGENDA

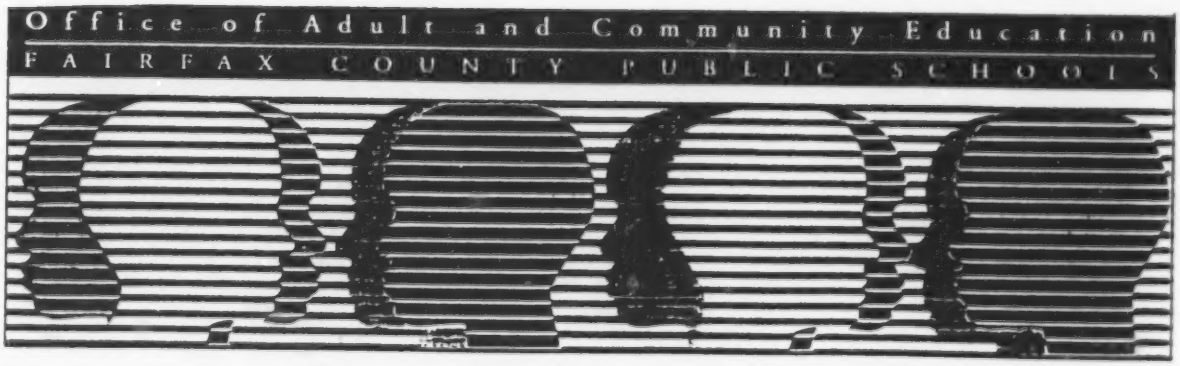
I. Introductions

II. Activity/Discussion to Assess Needs

III. Overview of Program: Components
Curriculum/Video Segment
Impact

IV. Role of Branch Managers

V. Cross-Cultural Workshop



A NWLP Program for Limited English Proficient
Bank Employees

Baltimore NETWORK Conference
April 11, 1994

AGENDA

I. Introductions

II. What is the National Workplace Literacy Partnership Program?

III. Curriculum overview
Video
Continuous re-assessment and modifications

IV. Learning "Carolaur"
CCT

V. Other components
Educational advising
Peer support
Organizational support

VI. Q & A

APPENDIX G

Curriculum

COMMUNICATION SKILLS FOR BANKING -- INTRODUCTION

The Communications Skills for Banking course has been developed for bank employees who are non-native speakers of English. The purpose of the course is two-fold: to assist bank employees in improving their English and their knowledge of the American workplace culture; and to increase the productivity of those bank employees.

The course consists of three levels. New students begin with the Introductory Level (1) which provides a foundation for the course. Students continue with the Proficiency Level (2) which fine tunes their skills. Finally, the Simulation Level (3) puts their skills into practice on real life tasks.

Upon beginning the course, the students are administered English skills tests which determine their reading comprehension (ETS-Document Reading), writing ability, grammar use, listening comprehension and oral communication. Upon the completion of each level, similar skills tests are administered to measure students' progress. The students' understanding of the course material is tested periodically throughout the duration of each level.

The topics covered in Level 1 have been developed specifically in response to suggestions by bank managers whose employees include non-native English speakers. The topics address common concerns of the managers when working with their non-native English employees. For example, one seminar concentrates on improving vocabulary and phraseology for dealing with difficult customers in the American workplace. Several seminars deal with improving listening and speaking over the telephone. Level 1 also places heavy emphasis on memo-writing, considered vital for advancement in the workplace.

A critical part of Level 2 is the video, "Communication Pays Off" and its handbook. Each Seminar in Level 2 opens with a video vignette, followed by discussion and/or other activities as suggested in the handbook.

The video was developed under the grant to complement the entire curriculum, and many of the topics are integrated into the work in Level 2. However, the video's 35 vignettes address issues that arise throughout the course, and indeed, in almost any ESL workplace course. We strongly urge instructors to preview the video and make use of it in all levels. Experience has shown us that most of the vignettes are multi-faceted and promote discussions and insights in different ways at different times.

Level 3 is based on the extended simulation course: "Mountain Venture." In the few instances that we were able to bring students along to this level, we found that this simulation worked very well as a culminating activity. It brings together many of the skills learned in Levels 1 and 2, and allows students to become the "doers," with major communication responsibilities.

Although most students had no experience with ski resorts, the venue for "Mountain Venture," they readily engaged in the simulation and took on very real tasks, using English communication skills to set priorities, delegate work, negotiate solutions, compromise, persuade, justify, make oral presentations, prepare written documents, etc.

Each seminar also includes a homework, or "contact assignment", to be completed by the student. Contact assignments can include anything from writing a memo about a work conflict to surveying coworkers about acceptable behavior in the American workplace.

All of the levels contain 12 fully packed seminars (Level 3 has 13), focusing on basic English skills, such as reading, writing, speaking and listening, as well as on acceptable patterns of behavior in the American workplace. Most seminars also include exercises concentrating on a particular point of English grammar and pronunciation. We recommend that instructors winnow out material that does not meet the needs of their students. Another strategy for using this curricula is to extract specific topics from each level to create "mini-courses" in order to accommodate a shorter time frame. For example, the sections about memo writing could be consolidated into a shorter, more intensive course devoted primarily to memo writing. Proper telephone behavior and work conflict resolution are additional ideas for future "mini-courses" which could be derived from the material.

At the request of the students and supervisors, a more deliberate and structured approach to grammar and pronunciation was added. A grammar module chart is included as a suggestion for what to teach and where. Instructors should implement the grammar according to the needs of the students. Likewise, work on pronunciation has been included in every Seminar. The two books cited as resources, as well as some teacher notes, should provide adequate guidance for teachers. Again, work in this area will depend on students' needs.

Finally, we have included some units on what we called "numeracy." Many students had no experience or skill in reading and interpreting maps, charts, tables and graphs. Some students were unfamiliar with both the language for talking about numbers and basic computation skills. Therefore, we have included a unit on fractions, decimals and percent. As more and more bank employees are required to "cross-sell" products, we believe this area is important to address as a basic skill, and justifies inclusion in the course work at all levels.

COMMUNICATION SKILLS SEMINAR I

COURSE SYLLABUS - INTRODUCTION

Week 1

Introductions
Course Expectations
Office Dialogues

Weeks 2-5

Job Knowledge***
Office Dialogue
Describing one's Job and Workflow
Explaining Policies and Procedures

Weeks 6-9

Handling Difficulties***
Dealing with Dissatisfied People
Managing Conflict

Weeks 10-12

Participation***
Speaking up in Meetings and Groups
Responding during a Performance Appraisal

Weeks 13

Document Reading***
Numeracy
Understanding signs and symbols
Interpreting charts, graphs and tables

Weeks 14-15

Review***
Review/Wrap up
Post-Testing
Course Evaluation

***

Within each theme, the instructor will focus on English language skill development in the following areas:

Grammar/Vocabulary Improvement
Telephone Skills (business etiquette, clarity, messages)
Oral Skills (pronunciation, confidence, presentations)
Writing (memos, notes, completing forms)
Reading (business articles, charts, graphs, tables)

BEST COPY AVAILABLE

LEVEL I
LANGUAGE OBJECTIVES

Through reading, listening, brainstorming, and role-playing, participants acquire common expressions and language used:

* To explain policy and procedures
* To soften explanations
* To ask for clarifications
* To avoid miscommunication
* To ask for or give advice and suggestions
* To respond to dissatisfied customers or co-workers
* To respond politely and appropriately
* To respond to advice or suggestions
* To ask for others' views
* To elaborate on others' views
* To agree or disagree
* To respond to correction
* To interrupt

COMMUNICATION SKILLS SEMINAR II

COURSE SYLLABUS - PROFICIENCY

Week 1

Introductions
Needs Assessment
Course Expectations
Job Descriptions

Weeks 2-6

Office Relations/Workflow
Verb tense review / subject-verb agreement
Pronunciation: final sounds, linking, reductions, contractions
Writing: characteristics of business writing
informal versus formal
organization
outlining
drafting

Weeks 7-8

Listening like you mean it: "empathy"
Reporting statements, modals, subjunctive in noun clauses
Pronunciation: intonation, sentence rythm, stress
Writing: short reports
process writing
editing

Weeks 9-11

Conflict Resolution
Placement of adverbs, passives, cause and effect transitions
Pronunciation: focus, stress, register
Writing: memos, letters
final copy

Weeks 12-13

Meetings and Presentations
Coordination, parallelism, prepositions
Pronunciation: clarity, speed, intonation
Writing: research; presentation copy

Week 14

Final presentation to group
(videotaped) with handouts

Week 15

Post-test
Surveys

LEVEL II
PROFICIENCY

Major Components:

* Video segments for discussion
* Grammar Modules
* Pronunciation Activities
* Business Writing

Grammar Modules Include:

* Verb Tense Review
* Reporting Statements
* Subjunctive in Noun Clauses
* Cause and Effect Transitions
* Placement of Adverbs
* Prepositions
* Coordination/Parallelism
* Passive Voice

COMMUNICATION SKILLS SEMINAR III

COURSE SYLLABUS - SIMULATION

Week 1

Introductions
Course Expectations
Parallel Structure
Short Presentations

Weeks 2-13

Office Simulation

Mountain Venture is a business simulation that offers participants an opportunity to experience the tasks and challenges involved in setting up and running a travel agency and a resort in British Columbia, Canada. Participants take the parts of managers and receive both memos from the president of the company and letters from the public. These memos and letters require some action: discussion with other managers, decisions on a course of action, written responses, or presentations. The teacher of the course takes the role of office manager supporting the communication that takes place in the simulation.

The four skills listed below will be taught during the simulation in "training" sessions.

(1) format and style of business letters and internal office memos.
(2) language necessary for conducting and participating in business meetings
(3) methods for delivering effective presentations
(4) telephone language

The participants will take part in the simulation for about one-half (1/2) of each seminar meeting during weeks 2-12. The remaining one-half (1/2) of each seminar will be spent on activities designed to help participants apply their new skills to current jobs, and to improve grammar, vocabulary, and pronunciation skills.

Weeks 14-15

Review
Review/Wrap up
Post Testing
Course Evaluation

LEVEL III
BUSINESS SIMULATION

Each participant "manager" receives individual or group tasks through personalized memos or letters from the president, customers, employees or office manager. Some of the themes include:

* Customer Complaints
* New Marketing Ideas
* Expansion Plans
* Employee Relationships and Problems
* Discipline of Employees
* Providing Quality Service

COMMUNICATION PAYS OFF
Topic One

1.1. Professional Image: Assertive Behavior

A. Submissive: supervisor and employee. The supervisor accuses the employee of an error. The employee acts submissively.
B. Same scene: This time the employee acts aggressively.
C. Same scene: This time the employee acts assertively.

1.2. Professional Image: Assertive Behavior

A. An employee avoids answering the ringing telephone.
B. An employee answers the phone and turns the call over to the supervisor.
C. An employee takes responsibility for the call and speaks with the customer.

1.3. Professional Image: Assertive Behavior

An employee does not know the answer when a customer has a problem. The employee demonstrates empathy by eye contact, voice inflection and acknowledging the person's feelings.

COMMUNICATION PAYS OFF
Topic Two

2.1. Prejudice

New bank customer is turned off by the number of foreign born employees in the bank and their hard-to-pronounce names.

2.2. Prejudice

"My supervisor is prejudiced against me because..."

2.3. Prejudice

A customer reacts negatively to a voice with an accent on the telephone in the bank.

2.4. Prejudice

In the lunch room, a co-worker finds a foreign born employee's lunch "weird and smelly."

COMMUNICATION PAYS OFF
Topic Three

3.1. Anger At Work

An employee follows the bank procedure in dealing with an irate customer. However, the customer is not placated.

3.2. Anger At Work

A customer objects to showing a teller his/her identification. An employee uses courtesy phrases to overcome the objection.

COMMUNICATION PAYS OFF
Topic Four

4.1. Conflict Resolution

A. Two foreign born employees have a misunderstanding about sending certified mail. The sender uses an accusatory tone and attitude towards the other employee.

B. The same scene, both employees use questioning.

C. Same scene, both employees use questioning and courtesy phrases.

4.2. Conflict Resolution

A. In order to prevent a problem, for instance, a bank error, a bank employee telephones another department.

B. In order to prevent a problem, an employee tells his co-workers that he is changing his daily schedule.

4.3 Conflict Resolution

A genuine conflict between a supervisor and an employee about being on time.

4.4. Conflict Resolution

Two employees demonstrate compromise, by working out shifts at the drive through teller's window.

COMMUNICATION PAYS OFF
Topic Five

5.1. Coping Skills

Two bank employees appear to have a competitive relationship. This relationship creates stress on the job. One employee has difficulty using the English language to promote his qualifications for a job.

5.2. Coping Skills

A bank employee gets a telephone call from home and starts to cry. A co-worker provides some coping skills.

5.3. Coping Skills

Coping with sexual harassment from a supervisor.

5.4. Coping Skills

A. An employee is asked to stay late. He says "no" and explains.

B. Same scene. He says "no", but is willing to stay late another time.

C. Same scene. He says "no", but offers an alternative.

COMMUNICATION PAYS OFF
Topic Six

6.1. Office Relations

Two foreign born bank employees are discussing that, despite the sodas they have bought for their supervisor, the supervisor scolded them for being late.

6.2. Office Relations

Three employees from the same branch are eating their lunch. Two of the employees are speaking in their language. The third is a native English speaker.

6.3. Office Relations

An employee and the supervisor are discussing the employee's annual review. The employee wonders about some of the statements on the review. In order to understand them, he asks some questions.

6.4. Office Relations

An employee is reprimanded by the supervisor/manager in front of a customer.

6.5. Office Relations

Bank employees express the same intolerance of diversity that many "Americans" reveal.

COMMUNICATION PAYS OFF
Topic Seven

7.1. Listening Skills

An employee demonstrates "active listening" to be sure she understand instructions. Another employee stays quiet and discovers she has misunderstood.

7.2. Listening Skills

A. A customer is telling a bank employee about a problem with the customer's account. The employee just sits and listens.

B. Same scene. This time the employee provides reflective listening.

COMMUNICATION PAYS OFF
Topic Eight

8.1. Meetings

Interactions and Language in Meetings.

APPENDIX H

Evaluation

Evaluation Activities

MATERIALS	WHEN USED	REASON FOR USE
ETS - Form A Document Reading	Entry to program	To establish skill baseline
Writing pre-test	Entry to program	To establish skill baseline
ETS - Form B Document Reading	End of course	To compare with baseline
Writing post-test	End of course	To compare with baseline
Supervisor Evaluation Form - Pre	Beginning of course	Used by instructor to target instruction
Supervisor Evaluation Form - Post	End of course	To establish impact of instruction on job performance
Participant Self Evaluation Form - Pre	Pre-instruction	To establish baseline for student portfolio
Participant Self Evaluation Form - Post	Post-instruction	To compare with 'pre' form to determine skill changes (portfolio)
Supervisor Telephone Contact Form	Periodic	Instructors contacted supervisors to assess impact of instruction and receive/offer suggestions
Participant Self Assessment of Job Impact	End of course	To encourage the transfer of new skills to job performance, and to include plans resulting from Educational Advising (portfolio)
Teacher - Student Assessment	End of course	Teacher-student conference guide to target skills for continued improvement
Student portfolios	Throughout participation	Collections of student work and self and teacher evaluations to mark progress towards individual goals
Course Evaluation	End of course	Students' evaluation of course content and delivery
Teacher's final report	End of course	To identify promising practices, resources, strengths and weaknesses of curriculum and program; and to offer suggestions
Video evaluation form	Each use of video	Teachers and students noted suggestions and reactions to video segments used in class
Focus groups of supervisors, meetings with bank trainers, and telephone interviews with supervisors	Periodic	External evaluator's tools for accessing strengths and weaknesses of program

APPENDIX I

Teacher's Perceptions

BARRIERS	RECOMMENDATION	PROMISING PRACTICES
o Some teachers found that small classes of 2 students, were a barrier to performing some of the curriculum's projects. o Other teachers felt that there was too much content to cover. One teacher felt that the proficiency-level curriculum was not learner-centered and acted as a barrier for her. o The simulation seminar presents unique problems for ESL students. Fundamental vocabulary and concepts, specific to ski resort features and general knowledge, are unknown to most of them. Several of these students have never taken a vacation trip in their lives. o Testing on class time was a barrier for many teachers because there was so much to cover in	**1. Program Curriculum:** o There was consensus on the need for more lead time before each new seminar. A longer orientation for new teachers, using the curriculum, would have been useful. It should contain information about the context of the grant and the objectives. o Many teachers felt that mini courses comprised of segments of the curriculum would be a positive and productive approach. The courses might include: pronunciation, memo writing, telephone manners, etc. o The teachers felt that the audio tapes were a very important part of the program and needed to be more available.	**1. Paid time for staff development:** o Regular teachers' meetings as a forum for the exchange of ideas and approaches. **2. Students from other banks exchanging ideas:** o In classes where students from two banks had a chance to compare and contrast bank management styles, there was "peer learning" from each other. **3. The creation of the seminar as a safe place for students to express their feelings and to speak without feeling self conscious:** o One student who loved her Customer Service (CSR) job thought she should give it to a native English speaker (NES) because that person wanted a CSR job. She felt that the NES was more outgoing and had better language skills. However, the class convinced her not to give up her job; and that she should suggest to the NES finding a job in another branch; eventually, this is what happened.

BARRIERS	RECOMMENDATION	PROMISING PRACTICES
the time period; testing took up too much teaching time. o Lack of concern by bank supervisors for the educational development of their employees: releasing students in time for class was a real problem. o Without good attendance, teachers could not push for progress and the class dynamics fell apart. o Child Care: Students with small children had serious problems with attendance, where classes met from 4-7 pm. o Transportation for many was a serious problem since many had to travel long distances during rush hour traffic.	o Reverse the sequence of the simulation and the proficiency seminars. Participants had difficulty with grammar and composition in their memos and letters for the simulation. o A simulation should be found that would tap into students' own general knowledge so that they would be less dependent on the teacher, and better able to draw on their own experience. o The banks should set up a motivational reward such as a bonus or ceremonial recognition. o A contract should be made with the students in order to have their full commitment. More contact with management to track student improvement would be useful.	**4. Improved Communication, Social Skills and Cultural Awareness:** o Students learned to define themselves in terms of the majority culture through sharing cultural behavior and ideas with each other and the teacher. o The simulation encouraged risk-taking in some people and made learning "fun." o Better rapport with supervisors developed through careful mediation by staff. o The video segments were outstanding, both from the teacher's point of view as aids to eliciting ideas in class, and from a learning standpoint on the part of the students. o Students benefited from pronunciation practice (particularly rhythm and syllable and sentence stress) and social interaction

BARRIERS	RECOMMENDATION	PROMISING PRACTICES
○ Unprofessional training facilities at some of the branch locations may have had a negative impact on students' attendance and attitude about the value of the class (i.e. proper classroom rather than a basement catch-all) ○ Lack of publicity among employees about the program was a barrier at some locations. ○ Teachers' limited knowledge of the banking world kept some of them from being more effective.	○ Another recommendation was that an Advisory Board be comprised of students, teachers and bankers so that everyone would have some continuing input into the process. **2. Program Policy:** ○ Students must be committed to learning. Evaluation should be done independently of class time. ○ The course should be given in the mornings rather than evenings; without commitment on the part of the students and supervisors, attendance drops. ○ Bank management and bank supervisors must be sold on the need for the seminars before the seminars actually begin.	○ All the students wrote that they had improved their oral communication skills, particularly pronunciation.

TEACHERS' ANECDOTAL ACCOUNTS

- One Customer Service Representative described how she felt much more confident relating to bank customers due to work in class on pronunciation.

- The student described the problem environment: unsupportive supervisor; feelings of discomfort; new in current branch (only a year after transferring from four years at her previous branch). 1) The teacher spoke to the supervisor and learned that the supervisor had high regard for the student and was looking for ways to help her do her job better, but also felt that the student was not trying hard enough because she spoke only her own language at home. 2) The teacher reassured student that supervisor was not hostile. 3) The teacher spoke with the Educational Advisor about raising some cross-cultural issues with supervisor. As a result, the teacher mediated an improved relationship between supervisor and student.

- A student's supervisor called the teacher early in the seminar to say that when the employee spoke on the telephone, both the employee and the customer experienced frustration because of misunderstandings. People had complained to the supervisor. At the end of the Level I Seminar, the employee said he was having much less difficulty with misunderstandings between customers and himself. He also felt much more confident when speaking in front of groups of Americans.
- Two students were offered jobs at higher levels.

- A student got a second job as a part-time receptionist. She was tested on telephone communications (a key topic in Level I). She passed this test with a high score and was hired at a "good" hourly wage.

- One woman got a promotion from research clerk in the Research Department to a job in the Demand Department.

- One woman took notes in every class. She copied the notes/minutes and gave them to the teacher at the last class.

- One student twice showed the teacher letters she had written during the course. One was to her mortgage company and the other to her daughter's teacher. She gained confidence in writing notes.

- One student decided to speak up against her supervisor. Her issue with the supervisor did not get resolved. They decided to contact the vice-president of the bank. The vice-president called both the student and the supervisor in and they had a good discussion which improved their working relationship.

- All students now feel more comfortable in asking questions of their supervisors and co-workers. They have become more assertive and confident.

- The class formed a community. Students informed each other about new job openings, how to apply for jobs and how to deal with job stress.

- A student said that as a result of the course, she was not reluctant to answer the telephone, and she could complete the calls much more often without referring them to her supervisor.

- One student made the decision to go on to Strayer (a local business college). That did not work out, so she began working independently with the teacher. She said that as a result of the first seminar, she will find ways to continue her education.

- Early in the course, a teacher called a student's supervisor, who said that she (the student) was a terrible employee. This employee had been with the bank for 20 years and had recently transferred to his branch. He said she could not take telephone messages; he thought she was deaf, and in addition, she refused to wear her glasses. He said that he spent his whole day mopping up after her mistakes. The teacher suggested that she was nervous about making mistakes and perhaps aware of his unhappiness with her work.

  The teacher called him again a month later. He said that there had been great improvement. He had reflected on the teacher's comments and asked other bank employees their opinion of the problem. They agreed. He said as a result, he had changed his attitude and became friendlier with her to

reduce the stress. In addition, her work had improved.

The student told the teacher after the last class that the supervisor did not get along well with any of the bank employees, and could benefit greatly from a course like ours!

- One student felt that learning grammar, especially prepositions, helped speak better; one student made a big point of this.

- Students, as a group, thought it was very helpful to have good conversations in class; it is useful in vocabulary building. They always asked for definitions.

- All three of one teacher's students were promoted by the end of class, two to Customer Service Representatives and one from part-time to full-time.

- After the teacher had worked with a student on increasing his volume and speaking up more often, his supervisor said he had noticed an improvement at work.

- A student reported that she had received an excellent review and a promotion; she brought in her review to show the teacher. In the review, the supervisor mentioned the benefits of the ESL course.

- As a result of their seminar, several students wrote that they had learned to communicate more effectively with customers; one student mentioned that she had learned to be more pleasant

on the phone and to be more patient with customers as was shown on the video tapes.

- ___XX___ at Crestar in Bethesda improved his skills and expressed the desire to continue learning outside of our class. He was promoted.

- In general, students with spare time signed up for other classes. They found new confidence and self-esteem, especially the ladies at the Lockbox at Signet in Alexandria. They even began writing memos to their bosses!

- At Signet in Ballston, ___XX___ slowed down his rate of speech so he could be understood.

- Students at 1st' American at Tysons shared their telephone skills with non-class members.

- One student lost her job because she was not assertive and hated to use the phone.

APPENDIX J

Dissemination

Dissemination

ACTIVITY	DATE	OUTCOME
Conferences:	March 8, 1994	
TESOL '94, Baltimore	March 12, 1994	
1. Panel representation on Workplace Literacy programs.	March 9, 1994	
2. Workshop on Cross-cultural materials for supervisors and teachers.	March 12, 1994	
3. Demonstration on how the video was developed using input by all stakeholders.	March 9, 10, 1994	
4. Demonstration on the development of the peer mentoring program.		
5. Screening of video at SIG desk, with handouts.	April 11, 1994	
NETWORK '94, Baltimore Panel representation, including Bank representative, on all components of the project.	August 3-5, 1994	Announcements of video availability and content mailed to over 33 respondents from all conference presentations. 16 ordered to date.
VAILL '94, Arlington 1. Demonstration of numeracy components developed for LEP Bank employees. 2. Screening of project video, "Communication Pays Off," with handbook for guidance and applications outside of workplace programs.		
NWLP (5th Cycle) Closeout Conference '94, Washington, D.C. Project model, curricula guides and handbook for video	November 15-17, 1994	
Others Project model and curricula guides sent to ERIC clearinghouse, NCLE clearinghouse, East Central Curriculum Coordination Center, Virginia Adult Resource Center, Fairfax County Adult English as a Second Language, and other educational programs in various States	November 18-30, 1994	36 *Handbook for Using the Video "Communication Pays Off"* and 27 *Communication Skills for Banking* curricula

APPENDIX K

Personnel

Personnel

(paid by grant funds)

NAME	TITLE	NOTES
STAFF		
Robin Schrage	Project Coordinator	
Heide Spruck-Wrigley	External Evaluator	
Carole Doyle	Cross-Cultural Trainer	
Laura Romstedt	Cross-Cultural Trainer	
Jackie Dudley	Video Script Advisor; Speech & Drama Coach	
Rebecca Cardozo*	Scriptwriter	Experienced ESL instructor and scriptwriter (* add)
Sharon Bruce	Educational Advisor	
INSTRUCTORS		
Marie Roberts		Unable to participate
Tom Bello		Unable to participate
Susan McGuire		1st cycle; left project for full time employment
Karen Cornelius		3 cycles
Myrna Tarrant		3 cycles
JoAnn Bury		1st and 2nd cycles; left project for new assignment
Kipperly Tidball		1st and 2nd cycles; left area
Margaret Schueman		1st & 2nd cycles; left project for full-time employment
Jackie Doddridge		2nd and 3rd cycles; started with 2nd cycle with addition of sites
Lois Wyatt		2nd and 3rd cycles; left project for new assignment
Joan Blankmann		1st and 2nd cycles; left project for new assignment
Linda Micklich		2nd cycle - substitute
Eugenie Ballering		3rd cycle
Nancy Berlin		"
Jan Rooney		"
Martha Hutchins		"
Sheila Chadwick		"
Renee Miller		"

Personnel (cont.)

(paid with matching funds)

NAME	TITLE	NOTES
Elaine Baush	Project Director, FCPS	
Lawrence D. Kenyon	Training Manager, 1st Virginia Banks, Inc.	
Mary N. Wade	Training Manager, First American Bank	Bank was sold to First Union Bank. Dissolved partnership.
Diane Fleming	Training Manager, First American and First Union Bank (Norfolk, VA)	Picked up First American's slot in partnership in March of 1994
Carolyn Marrs	Vice President, Signet Bank (Richmond, VA)	Participated in 1st Cycle; during 2nd cycle, announced the training did not fit in with bank's training priorities, left partnership at beginning of 3rd cycle
Gaye Hutton Martin	Vice President, Crestar Bank (Richmond, VA)	Designated Rosemary Callahan as he local representative
Rosemary Callahan	Training Manager, Crestar Bank	
Marie Hill	Trainer, Signet Bank	Local representative for Signet during 1st cycle. Moved.to Richmond
Iris Williams	Trainer, Signet Bank	Local representative for Signet during 2nd cycle.